

Proposal Status: Workflow Started

FULL PROPOSAL: Substantive Change(s) to a Program of Study

*Note: New courses included in a program of study change require submission of the **Substantive Change to a Course** proposal.*

Title of proposal (must begin with department abbreviation): ENGL Pre-1800 rule for Lit Concentration English Majors

Place an X next to the ones that apply:

<input checked="" type="checkbox"/>	Alteration of requirements for any program of study including majors, minors, concentrations and certificates
<input type="checkbox"/>	Creating a new program or concentration
<input type="checkbox"/>	Changing admission requirements into a program

Effective date: Fall 2015

Contact information:

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Faculty of the originating department approved this proposal on 10/10/14 (date) by a vote of 28 aye votes; 0 nay votes; 1 abstentions; 3 eligible voting members absent

1. Description of proposed changes

The purpose of this proposal is to reinstitute the requirement for literature concentration English majors to take at least one upper-division course focusing on a literary period or major author prior to 1800, in addition to Shakespeare (ENGL 3340) and History of the English Language (ENGL 4650). This would not add any hours to their program. Rather one of the already required electives in the concentration at the upper-division level would have to be a course in pre-1800 English or American literature.

2. Rationale for requested change

Include data from the annual institutional effectiveness cycle or outcomes assessment; information on changes in disciplinary field(s); national, community and workforce development trends; and address any impact on enrollment trends.

The English Department curriculum overhaul of 2004 did away with this longstanding course requirement in order to give students more freedom in course selection. Although at the time faculty still felt it was crucial that English majors take courses in earlier literary periods, the argument that the requirement was unnecessarily restrictive and that we could ensure that students did have such courses under their belt simply through good advising and careful scheduling carried the day.

The time is right to re-institute this old rule for literature concentration majors several reasons, not least that any responsible program simply ought to ensure that students in this

concentration have studied earlier literary history to some extent. It is not clear that advising and scheduling has gotten that job done. A glance at the course schedule for the last few years reveals that in actuality relatively few of these earlier period courses have been offered. For example, since fall 2010 the only two 3000-level period courses that we have offered were “Early English Renaissance Literature to 1600” once (with an enrollment of 11 out of 25 seats), and “Milton and the Seventeenth Century” once (with an enrollment of 18 out of 25 seats). Typically, we have offered one section per semester of an early major authors course, such as “Milton,” “Chaucer,” or “Advanced Studies in Shakespeare,” and once we ran a revenge tragedy special topics course. Other courses such as “The Literature of England 1300-1500,” “17th-Century Literature,” “The Age of Pope, Dryden and Swift,” “The Age of Johnson,” have not been offered at all in the last few years.

The re-institution of the “pre-1800” rule would encourage both British and American literature faculty to be more careful to offer earlier period courses in a regular rotation while also reassuring those faculty that such courses are likely to attract a sufficient number of students. At a time when the administration has been pressuring us to fill classes by offering fewer upper-division sections, it is more important than ever that we schedule carefully in order to meet student needs while not pandering to student preference in order to reach enrollment quotas.

3. Current program requirements as listed in the Catalog (**current Catalog copy—include all current required courses**)

Program Requirements

A minimum of 39 hours English in addition to general education requirements including:

English Core:

- ENGL 2010 - Introduction to Literary Analysis
- ENGL 2050 - Introduction to Rhetorical Analysis
- ENGL 2130 - Survey of American Literature
- ENGL 2230 - Survey of British Literature
- ENGL 3340 - Shakespeare
- ENGL 4650 - History of the English Language

4. Proposed new description and program requirements to be listed in the Catalog (**current Catalog copy—include all current required courses**)

Proposed Additional Requirement

A minimum of 39 hours in English in addition to general education requirements and including at least one upper-division course focusing on a literary period or major author prior to 1800, in addition to Shakespeare (ENGL 3340) and History of the English Language (ENGL 4650), as well as the English Core:

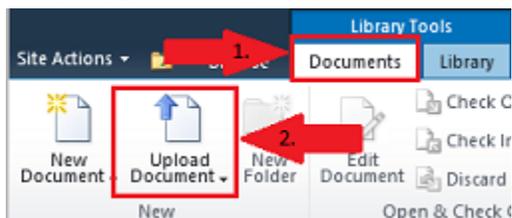
- ENGL 2010 - Introduction to Literary Analysis
- ENGL 2050 - Introduction to Rhetorical Analysis
- ENGL 2130 - Survey of American Literature
- ENGL 2230 - Survey of British Literature
- ENGL 3340 - Shakespeare
- ENGL 4650 - History of the English Language

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5. Outline the student learning outcomes—a statement of the minimum expectations of students as they complete the program. You must list at least three outcomes. The English Department voted to accept specific learning outcomes on the same day that they voted for this proposal. Should those outcomes pass the University Curriculum Committee, the outcome to which this rule would contribute would be #1: "1. Students are conversant with representative texts, genres, authors, and major issues in literary, language, and/or rhetorical history."
6. How will students be assessed on the program learning outcomes?
As our major outcomes have only just been voted on, we are still developing our assessment plan. Likewise Curriculum mapping has not been completed in the English Department and the Clear Path Showcase will also be changing this year due to the new General Education Program, so this requirement will be reflected in those.
7. Attach a curriculum map for the new program/concentration.
Please see the direction at the end of this proposal for how to upload your curriculum map document.
8. Does this change require new resources from the originating department or other departments (including the library)? If yes, please explain.
No. This should have no impact on other departments, as it is only for a specific subset of English majors.
9. Will the proposed changes impact the ability of students to complete degree requirements in a timely manner? How will the proposed changes impact requirements in other departments or programs?
No, there should be no difficulty, as courses that will satisfy this rule will be run regularly, and it adds no hours to a student's program; it merely asks
10. Attach a Clear Path Showcase for the new program/concentration.
Please see the directions at the end of this proposal for how to upload your clear path document.

Direction for uploading supporting documents:

1. To upload your model syllabus to the folder for your proposal go to <https://spaces.utc.edu/sites/UndergraduateProposal>.
2. Next, click on the name of your proposal under "My Proposals".
3. Click the "Documents" tab and then click the "Upload Document" tab.

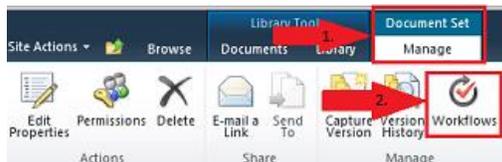


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Important: After completing your proposal you must start the *Curriculum Proposal Workflow*.

To begin workflow:

1. Click on the name of your proposal below.
2. Next, click the "Document Set Manage" tab in the ribbon at the top of the page and select the "Workflows" button.



3. Under "Start a New Workflow" click "Curriculum Proposal Workflow" and then click the "Start" button.

Workflow Sequence for Full Proposal –Program Changes

1. Department Head
2. College Curriculum Committee
3. College Dean
4. Other Areas Affected (If any)
5. Records Office
6. Associate Provost
7. Provost (if a fee will be assessed)
8. Faculty Senate Curriculum Committee
9. Faculty Senate