



University Council

April 15, 2022

UNIVERSITY CURRICULUM COMMITTEE – 2021-2022

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Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to revise the entrance requirements for the major in English Education (B.S.Ed.) will be an agenda item for the April 22, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Marisa Pagnattaro

PROPOSAL TO ESTABLISH OR CHANGE THE ENTRANCE STATUS AND REQUIREMENTS OF AN UNDERGRADUATE MAJOR

Date: March 9, 2022

School/College: Mary Frances Early College of Education

Department/Division: Language and Literacy Education

Program (Major and Degree): English Education (B.S.Ed.)

Proposed Effective Date: Fall 2022

1. Justification: What is the academic justification for instituting the requirement?

LLED 3400, Current Issues in Secondary English Education, provides an overview of what it means to teach secondary English/Language Arts in a wide range of public school contexts. As students come from widely varying secondary education experiences as learners, this course allows them the opportunity to explore contexts, content, and opportunities within the teaching of English/Language Arts while also exploring instructional standards and related forms of assessment. This course is a necessary prerequisite to practicum coursework in area schools alongside adolescent learners.

2. Requirements: What specific entrance requirements are proposed?

English Education (B.S.Ed.) students will successfully complete LLED 3400, Current Issues in Secondary English Education, prior to the start of the first semester of major coursework.

Entrance Requirements

1. Completion of Core Areas I-V
2. Completion of two (2) ENGL/CMLT 2000-level elective courses
3. EDUC(EPSY) 2130 and (EDUC 2110 or EDUC 2110H)
4. **Successful completion of LLED 3400 prior to the start of the first semester of major coursework**
5. Overall GPA of 3.0
6. Essays: In the application, you will be asked to upload written responses to several questions. <https://resources.coe.uga.edu/students/ed-pre/#certification>
7. Provide a detailed log of pre-professional experiences

3. Results: How will the proposed requirement solve the academic problems outlined in the justification?

Course content and tasks will provide the contextual and content-specific knowledge needed for students to successfully enter into practicum coursework in area schools alongside adolescent learners.

4. Consequences of the Requirement

- a. How will this requirement affect the major involved?**
- b. What effects are anticipated on other majors within the University?**
- c. Are there any other anticipated effects on enrollment patterns within the University?**

This should provide students in English Education with more context and content-specific knowledge, as students will understand more of what they are committing to when teaching in secondary public school contexts. There are no anticipated impacts on other majors nor on enrollment patterns within the university.

Documentation of Approval and Notification

Proposal: Revise the Entrance Requirements for the major in English Education (B.S.Ed.)

College: Mary Frances Early College of Education

Department: Language and Literacy Education

Proposed Effective Term: Fall 2022

Department:

- Language and Literacy Education Department Head, Dr. Allison Nealy, 3/9/22

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 3/21/22