

Composite Evaluation

Second Critique

NCATE
Compliance with Specialty Guidelines

PROFESSIONAL ORGANIZATION:

National Council of Teachers of English

DATE OF REVIEW:

31 December 2002

INSTITUTION SUBMITTING PROGRAM:

Southern Connecticut State University -- New Haven

PROGRAM:

Senior High English

DEGREE LEVEL(S):

Undergraduate

NUMBER OF GRADUATES LISTED:

1st year: 6
2nd year: 16
3rd year: 4
TOTAL: 26

GUIDELINES/COMPETENCIES NOT MET:

1.1 Complete a specific language arts course of study

The current program, as presented on page one of the rejoinder, does not assure that all students will take courses that are offered as evidence. The changes to the current program delineated on pages four and five tell of what you plan to do, not what you are currently doing. We can only evaluate a program as it exists, not as it will be when changed. Comments presented below will reflect this lack of change and will reflect an evaluation of the program as it exists in the presentation.

3.1.5 History of the language

We need proof of the requirement of ENG 415.

3.2.1 Influences of language and visual images on thinking and composing

We need proof of the requirement of ENG 405. A de facto requirement does not meet the standard.

3.2.3 Process of composing to create oral, visual and written literacy

3.2.4 Using writing, visual images, and speaking for a variety of purposes and audiences

3.2.5 Creating and critiquing print and non-print texts

For each of these standards, we are told a course for which no syllabus is presented will be required. We need proof of requirement of Media Studies 245 and its syllabus as minimum proof. There must be consideration and study of non-print texts and oral and visual literacies in this proposed requirement.

3.4.1 Wide range of writing strategies

3.4.2 Produce different forms of written discourse

3.4.3 Influence of written discourse on thought and action

We need proof that ENG 405 is required in order to accept it as evidence of meeting these three standards.

3.5.1.1 Works from a range of cultures

3.5.1.2 Works from a range of genres

Again, we are told that you plan to require a course. We need proof of its requirement and its syllabus.

3.5.1.5 Young adult literature

A de facto young adult literature class does not meet the requirement. We need to see proof of the requirement and the syllabus of this new proposed course.

3.6.1 Influence of media

3.6.2 Construct meaning from media and non-print texts

3.6.3 Role of technology in communication

The two lines of course description of Media Studies 245 do not provide proof of its requirement. Nothing is shown of how non-print texts or the role of technology are addressed. Again, proof of requirement and a syllabus are needed.

4.4 Develop interdisciplinary teaching strategies and materials

The standard refers to more than writing across the curriculum.

A course that will be added in the graduate program does not meet requirements for this undergraduate program.

4.11 Reading strategies to understand print/non-print texts

Again, a course that will be required does not meet this current standard. The two-line description of Media Studies 245 does not seem to include consideration of non-print texts.

PERCEIVED PROGRAM STRENGTHS:

The efforts that are underway to redefine the undergraduate program are promising and demonstrate the commitment to the program.

The new assessment system seems workable and much more precise in monitoring student progress.

PERCEIVED PROGRAM WEAKNESSES:

OTHER COMMENTS:

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (I.E. HAS THE INSTITUTION ADEQUATELY MET THE SPECIALTY GUIDELINES?):

PROGRAM(S) IN COMPLIANCE:

PROGRAM(S) NOT IN COMPLIANCE:

Southern Connecticut State University
Senior High English
Undergraduate

ADDITIONAL INFORMATION NEEDED TO DETERMINE COMPLIANCE:

Proof that the proposed new requirements are now an implemented part of the program. Please help the evaluators by numbering all pages and making specific page references between the standards section and the appendices. Until the proposed changes have been completed and implemented, submitting another rejoinder does not seem appropriate.

IF ANOTHER REVIEW OF THE PROGRAM FOLIO IS REQUESTED BY THE INSTITUTION, HOW MANY COPIES OF THE REJOINER SHOULD BE SUBMITTED?

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SPECIAL DIRECTIONS FOR THE PREPARATION OF A REJOINER: