

COVER PAGE

INSTITUTION: Indiana University East
COLLEGE: School of Humanities and Social Sciences
DEPARTMENT: English
DEGREE PROGRAM TITLE: Master of Arts in English
FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: Master of Arts
SUGGESTED CIP CODE: 230101
LOCATION OF PROGRAM/CAMPUS CODE: Indiana University East
PROJECTED DATE OF IMPLEMENTATION: Fall 2014
DATE PROPOSAL WAS APPROVED BY INSTITUTIONAL BOARD OF TRUSTEES:

Signature of authorizing institutional officer: _____

Date:

Date received by Commission for Higher Education:

Commission Action:

Date:

Program Description

Full Proposal

Master of Arts in English To Be Offered by Indiana University East at Richmond

1. CHARACTERISTICS OF THE PROGRAM

- a. Campus Offering Program: Indiana University East
- b. Scope of Delivery (Specific Sites or Statewide): Richmond, IN
- c. Mode of Delivery (Classroom, Blended, or Online): Classroom, Blended
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Practica
- e. Academic Unit(s) Offering Program: Department of English
- f. Form of Recognition to be awarded/Degree code: Master of Arts
- g. Suggested CIP Code: 230101
- h. Projected Date of Implementation: Fall 2014

2. RATIONALE FOR THE PROGRAM

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

The degree program is compatible with the current Mission, Vision and Initiatives of Indiana University East, as endorsed by the Faculty Senate in November 2009. Indiana University East has the mission of offering bachelor's degrees and selected master's degrees. The mission statement of Indiana University East is as follows: "Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options."

Providing opportunities for advancing graduate level work in English is crucial to the Indiana University East mission. The benefits extend to area institutions like Ivy Tech Community College, which will find quality faculty for their English program in Indiana University East graduates, as well as to area secondary education institutions. An English graduate program in the region offers a practical means for ongoing professional development for area secondary teachers in English and an impetus for increasing aspirations for professional degree work in professional writing. An M.A. in English at Indiana University East would mean students would no longer be required to travel great distances in order to acquire a graduate degree.

One purpose of the proposed degree, the Master of Arts in English, is to provide graduates with the minimum credential of an M.A. in English required to teach full time or part time in community colleges and in four-year colleges, and to teach dual credit courses in high

schools. Beyond teaching, the Master of Arts in English affords students a generalist background suitable for a wide range of careers in the areas of professional writing, editing, administration, technology, and management. The M.A. program reflects the national discussions that have over the last decade reshaped English as a discipline. Until 1990, M.A. programs were often focused on preparing students for doctoral work. Such programs emphasized historical perspectives in literature and literary periods. Currently, freestanding M.A. programs, like the one proposed here, offer a balanced curriculum of course offerings in literature and writing. The proposed program emphasizes the application of the study of English to a wide range of contexts and situations with attention to traditional field coverage and to emerging theoretical orientations.

The students in this program will have a baccalaureate degree in English or a related field such as Education, Communication, or Humanities. They will pursue graduate education in English Studies for career enhancement as well as intellectual and occupational advancement. Many students inquire about the possibility of a graduate program at IU East. In recent years, about eighty percent of Indiana University East's top English majors have entered graduate programs elsewhere, and some have already completed their programs. Graduate work in English enhances opportunities for work in professional positions including professional writing, editing, administration, and management. Current and aspiring teachers of English will strengthen their credentials with the M.A.

The M.A. in English will support and enhance undergraduate programs. English faculty will teach undergraduate courses, in addition to graduate courses. Full-time faculty will continue to teach the majority of courses in the undergraduate degree program. Because graduate level courses focus on intensive writing and a higher level of writing, a majority of the courses must be offered without undergraduate cross listings. However, a few courses, particularly in creative writing, may be cross-listed as deemed appropriate by the department. The program provides an empowering opportunity for undergraduates who need to move into graduate degree programs early in their teaching and professional careers.

b. State Rationale

A primary strength is Indiana University East's location. An Indiana University East M.A. in English Degree will provide an affordable public university option to pursue a graduate degree, an option that would not have otherwise been possible for the Indiana University East region. Without an Indiana University East M.A. in English, students are deprived of a regionally accessible educational community that is engaged in research and practical learning and that has resources to support educational excellence. With an M.A. in English at Indiana University East, regional citizenry will have the option of a strong public university master's program in English where they reside.

The goal for the Indiana University East M.A. in English program is to improve the quality of English instruction in the region as well as open up opportunities for graduates in a range of career opportunities in English Studies. An M.A. in English program is a statement to the region that Indiana University East is addressing educational needs of its citizens and is committed to professional literacy education, and teaching university level writing and literature.

The demand for the M.A. in English is supported by the results of a needs assessment survey. Two hundred forty-nine respondents from among current English and Humanities students,

alumni, and regional public school faculty responded to the survey, administered in 2010 (Appendix One). Respondents expressed strong interest in graduate-level literary studies (44%) and creative writing (44%) as well as interest in composition and rhetoric and linguistics (12%). (The proposed M.A. in English offers courses in literary studies, creative writing, and composition, rhetoric and linguistics. A majority of the composition, rhetoric and linguistics courses listed for the proposed M.A. in English are already being offered as part of IU East's Graduate Certificate Program in English. As explained below, the most urgent need in the region is for teachers of introductory writing who have the minimum credential of an M.A. in English. The demand for such teachers will be included in recruitment and in advising.) Respondents detailed strong preference for a graduate program offered in close proximity to them with program flexibility to meet a variety of career development options (32%). Also expressed was the need to develop knowledge (31%) and preference for professional development in teaching (21%). Data indicates that a terminal M.A. in English is appropriate for our region. Comments on the surveys affirmed the learning objectives central to the focus of our program. Students were extremely supportive of Richmond-located classroom learning experiences in our service region (45%). Respondents were less supportive of off-site or hybrid (combined classroom and online) opportunities. While not a preferred format, some interest in online courses may result in online modules being integrated into courses (Appendix One).

c. Evidence of Labor Market Need

i. National, State, or Regional Need

In this region, there has been a shortage of M.A.-qualified English teachers who can offer introductory level courses in the post-secondary sector. Meanwhile, the growth in enrollments at Ivy Tech Community College and Indiana University East has increased the demand for full-time and part-time teachers of English who have the minimum credential of an M.A. in English. There is also a demand in the regional high schools for teachers prepared with master's level coursework to offer dual credit courses.

For the past ten years, only about 5% of applicants for part-time English teaching positions at Indiana University East have held the minimum credential of an M.A. in English. In 2009-2010 and 2010-2011, only 4 of 40 applicants held the M.A. Of those 4 applicants, 3 withdrew due to competing job offers or graduate program opportunities.

Though it has always been difficult to find enough M.A.-qualified English teachers in Richmond and surrounding areas to staff required writing courses, the increase in enrollments has created an extremely serious shortage of qualified teachers. In his letter of support, Ronald Sloan, Vice Chancellor for Academic Affairs at Ivy Tech Community College, East Central Region, states as follows: "It is unfortunate when we are forced to turn students away because of our inability to find faculty who meet our strict credentialing standards." The proposed M.A. in English will provide graduates with the credentials that have, to date, been scarce in the region. The following table shows the increase in headcounts at Indiana University East and Ivy Tech Community College-Richmond from 2007-08 through 2011-12. Projected future increases in enrollments indicate that the shortage will continue:

Headcount	IU East		Ivy Tech-Richmond	
	Fall	Spring	Fall	Spring
2007-08	2266	2172	2295	2241
2008-09	2447	2382	2793	3007
2009-10	2924	2769	3785	4310
2010-11	3365	2975	3914	4370
2011-12	3725	3348	3875	4243
With an estimated 5.2% Projection Increase	3920	3697		

The following tables show enrollments in required Indiana University East writing courses from 2007-08 through 2011-12. Enrollments in these courses have increased the demand for full-time and part-time teachers of English who have the minimum credential of an M.A. in English:

2007-08		Fall	Spring	
	W130	134	41	
	W131	374	206	
	W132	133	164	
	W231	51	49	
	W270	13	0	
Totals		705	460	1165

2008-09		Fall	Spring	
	W130	150	41	
	W131	410	204	
	W132	120	164	
	W231	27	42	
	W270	19	20	
Totals		726	471	1197

2009-10		Fall	Spring	
	W130	163	45	
	W131	456	282	
	W132	124	192	
	W231	45	89	
	W270	23	24	
Totals		811	632	1443

2010-11		Fall	Spring	
	W130	152	24	
	W131	555	217	
	W132	156	208	
	W231	69	73	
	W270	25	26	
Totals		957	548	1505

2011-12		Fall	Spring	
	W130	126	21	
	W131	573	198	
	W132	159	253	
	W231	96	62	
	W270	30	28	
Totals		984	562	1546

The increase in required writing course enrollments from a total of 1165 in 2007-08 to a total of 1546 in 2011-12 coincides with a continuing shortage of M.A.-qualified teachers of English in Richmond and surrounding areas. In the Southeast Indiana service region alone, approximately 40 holders of the M.A. per year are needed to cover Ivy Tech Community College courses in composition, literature and communication, and ITCC's offerings for the secondary sector. The demand for teachers with the minimum credential of an M.A. in English is projected to continue in the foreseeable future.

The demand for Advanced College Placement (ACP) instructors, who must have the M.A. or master's level coursework, also continues to increase. ACP courses in composition and literature for Indiana University East increased as follows: in 2009, 11 courses; in 2010, 16 courses; in 2011, 20 courses; and in 2012, 21 courses.

Letters from high school principals, community college academic officers, and university administrators indicate a need for graduate-qualified English instructors (Appendix Two). Indiana University East itself has great difficulty in hiring qualified part-time faculty to teach introductory level English courses.

ii. Preparation for Graduate Programs or Other Benefits

Graduates with the M.A. in English from Indiana University East will be prepared to meet such goals as achieving employment as full-time or part-time instructors of English, maintaining credentials for public school teaching in English, and achieving professional status for advancement in current full-time employment. The M.A. in English will also provide a basic credential for applicants to graduate and professional programs requiring or favoring a master's degree. Students seeking further graduate education will be carefully advised about requirements, admissions standards, and necessary preparation for the programs. Because an M.A. in English provides such flexibility for employment and further graduate education, the program is a logical one for the Indiana University East campus. The M.A. in English will provide a basic credential for applicants to graduate and professional programs requiring an M.A.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

According to the United States Department of Labor Bureau of Labor Statistics, the rate of growth for employment in postsecondary teaching is 17% with nearly two million positions currently and upwards of 300,000 anticipated in the next decade. The need for a qualified workforce that is professionally prepared with graduate school training is also on the rise nationally. The ability to communicate well and write professionally continues to be among top criteria for potential employees.

iv. National, State, or Regional Studies

Nationwide for the period 2008-2018, positions for those holding the M.A. in English were projected to increase as follows: teaching positions in community colleges were projected to increase by 15%; teaching positions in secondary schools by 13%; positions for editors by 8%; positions for writers in companies and organizations by 8%; and positions for technical writers by up to 18% according to the U.S. Bureau of Labor Statistics.¹

Nationwide, for those holding the M.A. in English in September 2012, the salary range for high school teachers holding the M.A. in English was \$28,383-\$72,002; for postsecondary school teachers in English Language/Literature, \$23,672-\$78,053; for managing editors, \$36,730-\$95,000; and for technical writers \$38,346-\$85,275.²

v. Surveys of Employers or Students and Analyses of Job Postings

The demand for the M.A. in English at Indiana University East is supported by the results of a needs assessment survey. Two hundred forty-nine respondents from among English and Humanities students, alumni, and regional public school faculty responded to the survey, administered in 2010 (see Appendix One). Respondents expressed strong interest in graduate-level literary studies (44%) and creative writing (44%) as well as interest in composition and rhetoric and linguistics (12%). Respondents detailed strong preference for a graduate program offered in close proximity to them with program flexibility to meet a variety of career development options (32%). Also expressed was the need to develop knowledge (31%) and preference for professional development in teaching (21%). Data indicates that a terminal M.A. in English is appropriate for our region.

Regional job postings include year-round advertisements for full-time and part-time positions in the teaching of English at three institutions locally, and at four institutions in surrounding Ohio counties, including Montgomery. Recent IU East searches for full-time English teachers expanded beyond local candidates due to limited availability of qualified applicants within local proximity.

See Also Appendix One: Needs Assessment Study and Analysis
See Also Appendix Two: Letters from Potential Employers

vi. Letters of Support: Local and Institutional

a. Letters of Support in Appendix Two: Local Employers

Ronald Sloan, Vice Chancellor for Academic Affairs, Ivy Tech Community College (ITCC)-East Central Region;

Joe Moore, Vice Chancellor for Academic Affairs, ITCC-Southeast Region;

Cathy Carolus, Full-Time English Faculty Member, ITCC-Lawrenceburg;

Craig Kinyon, President/CEO, Reid Hospital;

Tim Rogers, Former President/CEO, Economic Development Corporation of Wayne County;

Marilyn Watkins, Dean of the School of Education, Indiana University East;

Rae Woolpy, Principal, Richmond High School;

Dennis Metzger, Principal, Northeastern High School;

Angie Dickman, Chair of the Board of Advisors, Indiana University East;

Mary Walker, Chair of Corporate and Community Outreach Committee, Board of Advisors, Indiana University East;

Joanne Passet, Former Dean of Humanities and Social Sciences, Indiana University East

b. Letters of Support in Appendix Three: Institutions

Hardin Asand, Chair of the English Department, Indiana University-Purdue University Fort Wayne (IPFW);

Frederick DiCamilla, Associate Professor of English, Indiana University-Purdue University Indianapolis (IUPUI);

Lewis Roberts, Director of Graduate Studies, English, IPFW;

Deborah Finkel, Director of Graduate Liberal Studies, Indiana University Southeast;

Nancy Peterson, Head of the English Department, Purdue University;

Thomas Upton, Chair of the English Department, IUPUI

3. COST OF AND SUPPORT FOR THE PROGRAM

a. Costs

i. Faculty and Staff

i. Faculty and Staff

No additional faculty or staff are required to launch the program in Fall 2014. After launching, the increase in faculty and staff needs will be covered by increase in revenues associated with new student enrollment.

The English faculty will need to increase by 1.3 FTE in the second year. If it is feasible to hire 2.0-4.0 FTEs in the fourth and fifth year, specialty areas will be determined by need. The maintenance of all current tenure lines is required.

ii. Facilities

No additional facilities required.

iii. Other Capital Costs (e.g. Equipment)

Library resources are adequate. The library contains the journals, references, and databases required by the program. Interlibrary loan is available for the few references that are not immediately available. Students will be encouraged to apply for funding to conduct research at IU Bloomington on a case by case basis. In order to place current textbooks and any requested additional resources in the library, \$3000 will be dedicated to library purchases annually.

b. Support

i. Special Fees above Baseline Tuition

No special fees required above Baseline Tuition.

4. SIMILAR AND RELATED PROGRAMS

a. List of Programs and Degrees Conferred

Indiana University East is the only public comprehensive university in its service region. Currently, there are no graduate level options available to students seeking advanced degrees in English at a public institution in the geographic area. Most students at Indiana University East live within commuting distance of the university and depend upon the comparatively low cost and convenient location of the Indiana University East campus.

IUPUI and Ball State University offer the closest existing public university in-state programs, but require minimally an hour commute, one way. The nearest out-of-state programs include Miami University, The University of Dayton and Wright State University. These institutions offer programs that would be significantly more expensive and require extensive travel time. Other students turn to low residency programs. However, through our needs assessment and interaction with potential students, we find that low residency programs are not a viable alternative for all.

There has been a consistent request from students, alumni, and area English graduates for a master's degree in English to be offered at Indiana University East.

Indiana University East currently offers a Graduate Certificate in Composition Studies. An increasing number of Ivy Tech Community College faculty and others pursuing the Graduate Certificate in Composition Studies will be better served with an actual terminal degree option. The program is in its third year with about forty students enrolled.

b. List of Similar Programs Outside Indiana

The nearest out-of-state programs include Miami University, the University of Dayton and Wright State University. These institutions offer programs that would be significantly more expensive and require extensive travel time. Some students turn to low residency programs. However, through our needs assessment and interaction with potential students, we find that low residency programs are not a viable alternative for all. Our goal is to provide a viable option for graduate study to our regional students who have no other current option, graduates whose employability becomes limited as a result.

One strength is Indiana University East's location. Students in our region will have an option close to home with unique small class size education and the opportunity to work closely with faculty. An Indiana University East M.A. in English Degree will also provide an affordable public university option to pursue a graduate degree, an option that would not have otherwise been possible for the Indiana University East region. With an M.A. in English at Indiana

University East, regional citizenry will have the option of a strong public university master's program in English where they reside. The choice of a small public university for graduate study will offer students more personal attention, face-to-face interaction and mentoring from faculty, and academic advising in a one-on-one setting.

The location of Ivy Tech Community College facilities on the same campus as IU East provides opportunities for community college English instructors there to gain advanced learning at Indiana University East and thereby strengthen Ivy Tech's ability to offer quality programming in English. An increasing number of Ivy Tech faculty pursuing graduate education currently with Indiana University East will be better served with an actual terminal degree option. Likewise, our graduates may find teaching positions close by at Ivy Tech. Our own alumni frequently request counseling in pursuing an M.A. in English. However, the majority are unable to pursue options outside our region. M.A. in English graduates who pursue teaching and professional positions will ultimately improve the quality of education in the region as they find professional opportunities in teaching, writing, and administration in area institutions.

c. Articulation of Associate/Baccalaureate Programs

The students in this program will have a baccalaureate degree in English or a related field such as education, communication, or humanities. They will pursue graduate education in English Studies for career enhancement as well as intellectual and occupational advancement.

d. Collaboration with Similar or Related Programs on Other Campuses

One rationale for an M.A. in English at Indiana University East is that there is no comparable program at a state university, including other Indiana University campuses, within reasonable driving distance. Students will be taking classes at the Richmond campus. Students will be able to transfer credits according to Indiana University policies. A course taken at another institution would be transferable within the parameters of IU East's M.A. in English program.

5. QUALITY AND OTHER ASPECTS OF THE PROGRAM

a. Credit Hours Required/Time To Completion

36 credit hours required. Two-year completion plan.

The M.A. in English is 36 credit hours.

The curriculum for this degree will consist of a minimum of 36 credit hours. In consultation with faculty advisors, students will select the courses best suited to their goals. The majority of the courses in the program proposal are active courses within the Department of English course offerings. Students begin their course of study by taking ENG L506 Introduction to Methods of Criticism and Research. After building their theoretical and methodological foundations necessary for advanced graduate work in English; students progress through a program of study developed in

consultation with English faculty advisors. Finally, students complete a capstone course on a topic from among literature, creative writing, or rhetoric and composition.

b. Program Description

The field of English is quite broad with many fields of study within it. The purpose of the M.A. in English is to offer students a generalist's program in English Studies. Students work closely with an English faculty advisor to develop a program of study created to assist students in meeting their particular goals. The proposed Master of Arts in English requires the following: (1) The required foundational course ENG L506 Introduction to Methods of Criticism and Research, (2) Elective courses chosen from among literature, writing, and rhetoric in consultation with an advisor, and (3) a capstone project. The degree provides structured learning, a supportive atmosphere, and scheduling sensitive to students' needs for evening courses, particularly for the region of the state we serve, where there are issues of distance preventing students from pursuing an M.A. program within commutable distances. The M.A. in English will be evaluated through an ongoing assessment and revised in accordance with results for a program of continued excellence.

c. Admission Requirements

Students will hold a baccalaureate degree in English or a related field. Students must document their degree by submitting transcripts from all institutions attended. All students in the M.A. in English program will matriculate as regularly admitted Indiana University East students and meet the admissions standards applied by the Indiana University East Office of Admissions.

To be admitted to the M.A. in English Degree program, the following are required:

- A bachelor's or master's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, documented by an official transcript. Applicants should have a degree in English or a related field such as Education, Communication, or Humanities. Admission also is considered for those who otherwise demonstrate the competency necessary to succeed in graduate work in English.
- Official transcripts from all previous undergraduate institutions.
- A recent writing sample that demonstrates the candidate's analytical skills, writing abilities, and command of clear and fluent prose will be evaluated using the department's graduate level student writing rubric developed by the department admissions committee.
- A personal statement clearly explaining the candidate's background in English studies and the reasons the candidate wishes to pursue the degree will be evaluated by the department admissions committee for anticipated success in the program as well as preparation and fit.
- Three letters of recommendation from professors who have a good knowledge of the candidate's work or, when necessary, from others familiar with the candidate's relevant work.
- The Graduate Record Exam (GRE) is not required for admission to the program;

it is optional. Candidates may submit recent results of the GRE's general exam and/or subject exam.

All prospective students are advised to consult with a faculty member serving as program advisor prior to submitting an application. The English Department Chair maintains an ex-officio role on the department admission committee and can assist the committee in the event of disagreement among the committee members regarding a candidate.

Prior to admission to the M.A. in English program, an advisor will review the advising form and program requirements with the applicant. Students in the M.A. in English degree program will be required to maintain a 3.0 grade point average.

d. Specific Student Clientele for Program

Students who would benefit from the program include those who are preparing for careers as professionals in writing, editing, or business and those who are preparing for a teaching career in a community college or university. Students who hold an M.A. in a field related to English and wish to study literature, writing, or composition and rhetoric would also benefit. Part-time college teachers seeking advanced training, and individuals who wish to strengthen their knowledge of writing, rhetoric and literary studies for other professional or personal reasons would benefit as well. High school teachers in need of professional development for license renewal would benefit. Secondary English teachers would strengthen their content knowledge, a crucial part of meeting standards for educators and for teaching dual credit courses.

The program of study of the proposed M.A. in English is designed to meet the needs of current holders of a bachelor's degree in English, Education, Communication, Humanities, or a related field. Some students will also be full-time teachers. Students will have the option of taking a full-time or part-time program. Full-time students will complete the course work within four semesters, including one summer. Part-time students will complete the course work within six to eight semesters, depending on the amount of summer work. The program will be particularly attractive to students in our region who for a variety of reasons are place bound and unable to attend institutions outside our immediate region.

The students who currently take courses listed in the degree proposal are threefold: students who are taking graduate courses in English and wish to pursue an M.A. in English, students who are currently employed as teachers in area high schools and are taking courses to renew their teaching license, and recent graduates from IU East in Education or English who are thinking about pursuing an M.A. in English. The experience of taking graduate courses at IU East leads our students to realize that they would like to pursue an M.A. in English, but there is no public university which offers an M.A. in English available in our service region. Further, the number of our undergraduate students going on to complete graduate programs is increasing; recently, about eighty percent of the top English majors at IU East have gone on to complete graduate programs.

Program enrollment will be limited and developed on yearly admission of students. Enrollment numbers are based upon available resources. We will have sufficient resources to admit 15 students annually. The first 15 students will progress through the program. In the second year, an additional 15 students will be admitted and the first

M.A. class will continue through the second year of coursework, graduating at the end of the 4th semester if they remain full-time students.

A selection process for admission will be implemented. The English Department Chair will initially oversee a Committee for Graduate Programs that will evaluate the credentials of those applying. Admission decisions will be based upon applicant qualifications, including undergraduate grade point average, official transcripts, a personal statement, references, and a writing sample. While GPA at the bachelor's level plays a significant role in the admission process, admission decisions are made on a holistic review of the application packet.

e. Financial Support from Institutional Sources

A unique feature of this program is the availability of financial support for students. Tuition support is available from area institutions of higher learning such as Ivy Tech and some high schools. Some offer tuition reimbursement and/or scholarships for master's education in English for their teachers. Students will also be eligible for financial aid through the IU East Office of Financial Aid. When the program is established and enrollment is strong, graduate assistantships and internships will be offered.

f. Sample Curriculum (See Appendix Four: Advising Form) Major topics or curriculum of the degree.

- i. Students must complete 36 credit hours.
- ii. 28 hours of the degree must be earned from IU East courses.
- iii. Students must maintain a minimum grade point average of 3.0 (B).
- iv. Students may include one independent study in their course plan. Independent studies must be approved by the English Department Chair.
- v. Degree Requirements: 36 credit hours
 - a. Required Foundational Course: ENG L506 Introduction to Methods of Criticism and Research (4 cr.)
 - b. Elective Courses (28 credit hours)

Under the careful guidance of their advisor, students select seven courses for a total of 24 credit hours. Students develop a schedule plan upon their admission to the program in consultation with an English faculty member advisor. In some circumstances a course from an outside discipline can be counted toward the degree program as appropriate to the student's learning goals, and in consultation with the degree advisor.
 - c. Capstone course (4 credit hours)
ENG W609 Independent Writing Project (4 cr.)
- vi. There is no foreign language requirement.
- vii. The Elective Courses provide depth in students' area of study (28 cr.).

viii. Course Descriptions:

ENG D600 History of the English Language (4 cr.)

Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

ENG G500 Intro. to the English Language (4 cr.)

An introduction to English linguistics, the course covers the principal areas of linguistic inquiry into the English language: sounds (phonetics and phonology), words (morphology), sentences (syntax), and meaning (semantics).

ENG G552 Linguistics and the Teacher of English (4 cr.)

Topics in applied English linguistics, intended for English teachers at all levels.

ENG G652 English Language Sociolinguistics (4 cr.)

A survey course in American and British sociolinguistics, this course investigates the theoretical bases, the major works, and the methodological approaches of current sociolinguistics.

ENG G660 Stylistics (4 cr.)

Survey of traditional and linguistic approaches to the study of prose and poetic style. Attention will center on the description of the verbal characteristics of texts, what those characteristics reflect about the author, and how they affect the reader.

ENG L506 Introduction to Methods of Criticism and Research (4 cr.)

An examination of the importance of the notion of the text for contemporary literary theory. L506 is the core literature course for the M.A. in English.

ENG L590 Internship in English (4 cr.)

Arranged course.

ENG L608 History of Literary Criticism from 1750 to 1960 (4 cr.)

A survey of the history of literary criticism and theory from the late Enlightenment or early Romantic periods to 1960, including a variety of modern literary critics and theorists.

ENG L612 Chaucer (4 cr.)

Critical analysis of *The Canterbury Tales*, *Troilus and Criseyde*, and selected shorter poems.

ENG L625 Shakespeare (4 cr.)

Critical analysis of selected texts.

ENG L631 English Literature 1660-1790 (4 cr.)

Extensive reading in poetry and nonfictional prose.

ENG L641 English Literature 1790-1900 (4 cr.)

Extensive reading in poetry and nonfictional prose.

ENG L649 British Literature since 1900 (4 cr.)
Extensive reading in all genres.

ENG L651 American Literature 1609-1800 (4 cr.)
Intensive historical and critical study of all genres from John Smith through Charles Brockden Brown.

ENG L653 American Literature 1800-1900 (4 cr.)
Intensive historical and critical study of all genres from Washington Irving through Frank Norris.

ENG L655 American Literature and Culture 1900-1945 (4 cr.)
Study of American Literature and culture from the turn of the century to 1945.

ENG L666 Survey of Children's Literature (4 cr.)
A survey of literature written for children and adolescents from the medieval period to the present.

ENG L680 Special Topics in Literature (4 cr.)
L680 is a variable subtitle course designed to offer students a range of critical approaches to the study of literature at the graduate level. Reading in sociological, political, psychological, and other approaches to literature. Sample topics include: Mark Twain, Intro to 18th Century Studies, Caribbean Women Writers, Intro to Cultural Theory, Victorian Britain 1820-1900.

ENG W500 Issues in Teaching Writing (4 cr.)
Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG W501 Teaching College Writing (4 cr.)
The study of teaching reading and writing. The course focuses on composition and rhetoric research methodologies. The course explores researching a range of teaching technologies.

ENG W507 Graduate Creative Nonfiction Writing (4 cr.)
W507 is a workshop in the craft of creative nonfiction, with special attention given to defining the genre and its craft, as well as looking at, analyzing, and imitating works in specific subgenres of creative nonfiction such as memoir and travel writing.

ENG W511 Advanced Fiction Writing (4 cr.)
Study and practice in the writing of fiction. Analysis of examples from contemporary literature accompanies class criticism and discussion. Course may be taken twice for M.A. credit.

ENG W513 Writing Poetry (4 cr.)
Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members. Course may be taken twice for M.A.

credit.

ENG W609 Independent Writing Project (4 cr.)

Enables students to work on a writing project that they initiate, plan, and complete under the direction of an English department faculty member. Students must take at least one course in the area of the project; students wishing to complete an independent writing project in creative writing must take at least one workshop in the genre in which they intend to write the project.

ENG W620 Advanced Argumentative Writing (4 cr.)

In this workshop format course, we will engage in the advanced study of rhetorical theories of argument. Students explore the history of rhetorical theories of argument and its application to the teaching of writing, use writing to reflect on argument theories, writing strategies, and classroom practice, and gain application of composition research methods to argumentation projects. While much of the course centers on studying theories of argument, you will also gain practice in argumentative writing through a number of writing projects including a seminar paper.

ENG W680 Craft of Writing (4 cr.)

The goal is to explore new approaches in your own work. Students may write in any genre or form—poetry, prose poetry, short fiction, prose nonfiction, or the novel. There will be exercises and a final project to present to the class. The final project may be a series of prose poems, the opening of a novel with an outline, a set of mini stories, a long poem in blank verse, or a creative nonfiction work.

ENG W682 Special Topics: Rhetoric & Composition (4 cr.)

In this workshop, we will engage in the advanced study of teaching reading and writing. While much of the course centers on studying scholarship, you will also gain practice in connecting reading and writing through a major seminar paper on a topic developed in consultation with your professor. Students shape reading and writing activities to their interests and learning goals.

Note: Other courses may apply toward the degree as approved by the degree program advisors.

g. Sample course sequences. (Selections from the lists will be offered in fall semester, spring semester, and summer.)

Fall: G500, L506, L649, L651, W501, W511, W620

Spring: G660, L612, L641, L653, W609, W513, W682

Summer: G552, L625, L631, L655, L680, W500, W507

h. Sample Two-Year Degree Plan Sequences:

i.

Year One—

Fall One:	Spring One:	Summer:
L506	L653	L625
L649	L612	W500

Year Two—

Fall Two:	Spring Two:
L651	W609
L680	

ii.

Year One—

Fall One:	Spring One:	Summer:
L506	W513	W500
W511	L653	W507

Year Two—

Fall Two:	Spring Two:
L649	W609
W501	

iii.

Year One—

Fall One:	Spring One:	Summer:
L506	L641	L655
W501	W682	W500

Year Two—

Fall Two:	Spring Two:
G500	W609
L651	

i. Courses that must be introduced at sponsoring institution/campus.

The majority of the courses for the M.A. in English are already active offerings within the Department of English or are proceeding through the remonstrance process. Courses currently in place support an already thriving Graduate Certificate Program in Composition Studies with forty plus students enrolled as well as English content area for licensed public school teachers and graduate students in Education.

j. Faculty and Administrators.

Indiana University East Administrators

Laurence Richards, Ph.D., Interim Chancellor Indiana University East
Mary Blakefield, Ph.D., Interim Vice Chancellor for Academic Affairs
Katherine Frank, Ph.D., Dean, Humanities and Social Sciences
Margaret Evans, Ph.D., Chair, Department of English
Edwina Helton, Ph.D., Writing Program Director
Eleni Siatra, Ph.D., Writing Center Coordinator

Indiana University East English Department Faculty and Teaching Specialties

Alisa Clapp-Itnyre, Ph.D. Victorian Literature, Medieval Literature, Children's Literature, Young Adult Literature, Literary Theory, and Composition.
Katherine Frank, Ph.D. 19th-Century English Literature, Literary Theory, Rhetorical Theory, and Composition.
Jean Harper, M.F.A. Creative Nonfiction, Fiction, Composition.
Edwina Helton, Ph.D. Linguistics and Language Development, History of the English Language, Rhetorical Theory, Ethnic and Minority Literatures, and Romantic Literature.
Laverne Nishihara, Ph.D. 20th Century British Literature, Postcolonial Literature, and Composition.
Steven Petersheim, Ph.D. 19th Century American Literature, Ethnic American Literature, Poetry, and Composition.
TJ Rivard, M.F.A. Fiction, American Literature, Composition.
Beth Slattery, M.F.A. Creative Nonfiction, Fiction, Composition.
Margaret Thomas Evans, Ph.D. Composition, Rhetorical Theory, Women's Studies, Technical Communication.

Doctorally Qualified Professional Staff in English and Teaching Specialties

Eleni Siatra, Ph.D. Composition and Rhetoric, Literary Theory, Early American Literature, and Restoration and Eighteenth-Century British Literature.

The Faculty of Indiana University East's Department of English provide a visible aspect of uniqueness to a Master's candidate: an opportunity to work closely with professionals in the field who are active in their scholarly or creative pursuits and can act as mentors and guides to their graduate students and contributing to these fields in other prominent way which would benefit graduate students. Among the faculty's strengths is creative writing, boasting published faculty in fiction writing, poetry, and creative nonfiction. The faculty also has strengths in Composition and Rhetoric, Literature, and Children's Literature with strong records in publishing, serving on national boards, and in other ways contributing to these fields in prominent ways in which might benefit graduate students. The department houses *Tributaries*, a journal of creative writing. Finally, graduate students can apply to positions where they might serve as Writing Tutors, assist in Writing Center administration, and learn the pedagogy of teaching writing.

The proposed degree program will enhance the teaching and research productivity of the English

faculty. The English graduate program will serve as a faculty recruitment and retention tool; engagement in teaching and learning of master's degree students is typically viewed as a desired component in academic careers of faculty. It is anticipated that the opportunity to teach master's students will increase the ability to attract Ph.D.- prepared faculty. Having an M.A. in English qualifies graduates to be candidates for part-time IU East faculty positions, expanding the pool of available instructors and thereby increasing enrollment capacity at the undergraduate level.

k. Exceeding the Standard Expectation of Credit Hours

At 36 credit hours, the M.A. in English at Indiana University East does not exceed standard credit hours.

l. Program Competencies or Learning Outcomes

The proposed program will meet the requirements of Indiana University, which is accredited by the Higher Learning Commission. The curriculum follows the guidelines prepared by the National Council of Teachers of English and the Conference of Writing Program Administration.

Program learning outcomes are listed below:

- i. Ability to demonstrate knowledge of the methods and practices of English Studies.
- ii. Ability to construct academic and/or creative writing forms and genres within English Studies.
- iii. Ability to select and to analyze a growing body of interdisciplinary knowledge within English Studies.
- iv. Ability to apply theoretical issues to a wide range of practices related to English Studies.
- v. Ability to write for future publication under the supervision of graduate faculty.

Performance goals for students on the completion of their degree are below:

- i. Gaining experience in selection and use of appropriate strategies for pursuing practice in English Studies.
- ii. Practicing preparation of texts in a range of genres.
- iii. Demonstrating knowledge of the theory and history that informs an understanding of English Studies.
- iv. Developing ability to apply theoretical issues related to English Studies.

m. Assessment

The Chair of English will supervise the assessment process. Initial quantitative measures

to evaluate the success of the program will be the number of students enrolled in the M.A. in English program and the number who complete the degree. The overall goals for the M.A. in English program, course goals and objectives will be in place and will be assessed in accordance with the English Department Assessment Plan. A full program review will be completed every five years.

To graduate from the program, progress toward degree completion will be monitored in a number of ways: Students must maintain a minimum grade point average of 3.0 (B), student papers will be evaluated for the performance-based knowledge and skills outlined in Appendix Three, and students will take a capstone course and complete a substantial capstone project on a topic in literature, creative writing, or rhetoric and composition under the guidance of an English faculty member. Also as part of the assessment of the M.A. in English, in the semester prior to taking the capstone course, students will complete a program portfolio that will be evaluated by at least two full-time faculty members in English.

See procedural descriptions below:

i. Procedures for program evaluation

a. Overview: The English Department will oversee the performance, progress, and timely completion of requirements by students and actively oversee student transition to a professional career or to further graduate education. Students will have a faculty advisor. The Chair of the Department of English will monitor the program. IU East has also appointed a Dean of Graduate Studies. The IU Graduate School monitors all of its programs and periodically holds extensive program reviews in cooperation with the Office of Planning and Institutional Improvement.

b. Procedures: i) Individual students in the M.A. Degree in English Program will have at least two meetings with their English faculty advisor each semester. Faculty advising will also be available to students during the summer. Student planning for coursework, selection of electives, and progress to date in the program will be addressed formally in meetings as well as informally on an ongoing basis. Students will have a program file where documentation of progress will be maintained. Results will both assist in assessing and improving courses along with overall program delivery and assist with the assessment of individual student progress. ii) Completion of course evaluation forms for each course will be tabulated and reviewed by the Department of English Chair. Results will assist in improving courses and overall program delivery. iii) Students complete an exit survey and interview as they complete the program to assess individual courses and overall program delivery. Results will assist with the improvement of the courses and program delivery.

ii. Assessment Outcomes

Outcomes will be assessed largely through seminar papers, homework activities, and projects in the student's courses. Individual courses have specific evaluation criteria and learning objectives in syllabi that have been reviewed and approved by the Graduate School. The three overarching learning competencies/outcomes will be assessed in a program portfolio consisting of at least three projects completed for the MA degree along with an introductory memo. A department committee will evaluate portfolios using a

department rubric. The attached table outlines the general outcomes, objective findings, methods for imparting and measuring the outcomes, assessment expectations, and potential improvements based upon the assessment findings (see Appendix Five).

The assessment goal is to offer a mentoring system of assessment as well as a programmatic one. Intervention and individual assessment will greater ensure programmatic quality and integrity. The program assessment focus on both the student level and program level offers a two- tier system of ensuring that students succeed to the best of their ability. By having not only a program-focused assessment, but also individual-focused assessment throughout students' tenure in the program, faculty are able to intervene at the end of each seminar, through portfolio review, and through checkpoints during the completion of the capstone course and final program portfolio, with greater effect on student success.

iii. Evaluation Benchmarks for Student Success.

a. Stage one: Course Related Assessment

These strategies include writing projects, written activities, and practical demonstrations as appropriate to the specific course. Individual course faculty will develop and implement these assessment procedures, which will focus on outcomes of student learning.

b. Stage two: Program Portfolio

In the semester prior to beginning the capstone course, students submit a portfolio consisting of three sample projects from courses taken with an introductory memo for program assessment. The portfolio is reviewed by a committee of at least two faculty members, ideally with one member planned to be the student's capstone course instructor. The portfolio is evaluated using the English Department rubric for program portfolio evaluation.

c. Stage three: Course Embedded Capstone Project

All students will be required to complete a capstone project. The project will be a culmination of the students' program and demonstrate achievement of learning outcomes. The M.A. in English capstone project may involve academic research, creative work, or an article for potential future publication:

- i. **Traditional Academic Research Project.** Original research or analysis including a literature review of relevant scholarship. The project must be written in scholarly format, with appropriate citation style and appropriate references. The literature review developed for the proposed project should serve as the initial component of the project. Typical project length: 50 to 100 pages.
- ii. **Creative Project.** Students may complete a creative project. The creative work must be accompanied by an explanatory essay encompassing material from a range of research consistent with the project itself. The explanatory essay must be in scholarly format, with appropriate citation style and appropriate references as appropriate for the project. The literature review developed for the project may serve as the basis for the explanatory essay. Typical length of explanatory essay: 20-35 pages.

- iii. **Potential Publication.** Students may direct their culminating project toward a potential peer-reviewed publication project intended to appear in a professional forum. Examples include articles in a scholarly journal, investigative creative nonfiction published in a major press, or a book draft prepared for publication. The work must be accompanied by an explanatory essay encompassing material from scholarly research. The explanatory essay must be in scholarly format, with appropriate citation style and references as appropriate for the project. The literature review developed for the project may serve as the basis for the explanatory essay. Typical length of explanatory essay: 20-35 pages.

The capstone project will be evaluated by a committee of three with the faculty capstone project instructor as a one of the members. Capstone course projects are evaluated using the English Department rubric.

iv. Stage four: Follow-Up Mentoring and Check Points

a. Exit Survey

An interview will be conducted with all graduate students upon completion of the program. Questions will be designed to evaluate outcomes of student learning along with resources, program, and faculty.

b. Achievement and Job Placement

Encouragement of graduates to share information on achievements, employment, and accomplishments will be encouraged. Alumni surveys will be completed following graduation on an annual basis to monitor learning outcomes, employment experience, and program effectiveness.

n. Licensure and Certification

Not applicable.

o. Placement of Graduates

The English Department will oversee student transition to a professional career or to further graduate education. M.A. candidates will be able to apply to serve as Writing Tutors, assist in Writing Center administration, and learn the pedagogy of teaching writing, all beneficial to future career prospects or further graduate education. The existing English Department internship initiative, the campus Office of Career Planning and Placement, and the campus Internship Program will support M.A. candidates. The Office of Career Planning and Placement will assist with placing graduates at Ivy Tech Community College, area secondary schools and other institutions seeking teachers and other professionals with the English M.A.

p. Accreditation

The proposed program will meet the requirements of Indiana University, which is accredited by the Higher Learning Commission. The curriculum follows the guidelines prepared by the National Council of Teachers of English and the Council of Writing Program Administrators.

Notes

1. "Career and Salary Info for the Masters Degree in English," *Education-Portal.com*, October 6, 2012, http://education-portal.com/articles/Career_and_Salary_Info_for_a_Masters_Degree_in_English.html

2. "Master of Arts (MA), English Degree Salary," *PayScale*, September 24, 2012, http://www.payscale.com/research/US/Degree=Master_of_Arts_%28MA%29%2c_English/Salary

6. PROJECTED HEADCOUNT AND FTE ENROLLMENTS AND DEGREES CONFERRED

Student enrollment projections are based on information from the expressed community/regional need for graduate programs in English based on the number of applicants to the English Department's Graduate Certificate in Composition Studies Program. A needs assessment was completed with English Degree Program alumni, area teachers, area administrators in high schools and universities, and current English students (see section B.5). As explained in the "Clientele To Be Served" section on the first page of this proposal, the two hundred forty-nine respondents to the needs assessment survey expressed strong interest in graduate-level literary studies, creative writing, and composition, rhetoric and linguistics. They also expressed a strong preference for a graduate program offered in close proximity to them with program flexibility to meet a variety of career development options (survey results are in Appendix One). As reported in the section "Clientele To Be Served," data demonstrating the growth in enrollments at Indiana University East and Ivy Tech Community College explain the serious shortage of English teachers with the minimum credential of an M.A. in English. Letters from area employers confirm the demand for people with the M.A. in English (Appendix Two).

Fifteen students will be admitted to the program each year. They will proceed on a full-time or part-time basis through the English curriculum as some will be working full time during their graduate education and others will focus on graduate study only. Most students will be new graduate students at Indiana University East. At least two seats will be earmarked each year for those students who have completed the already established and fully supported Graduate Certificate Program at Indiana University East who wish to pursue additional preparation at the graduate level for an M.A. degree.

6. PROJECTED HEADCOUNT AND FTE ENROLLMENTS AND DEGREES CONFERRED
27 September 2012

Institution/Location: Indiana University East
Program: Master of Arts in English

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Enrollment Projections (Headcount)					
Full-Time	15	30	35	40	45
Part-Time					
Total	15	30	35	40	45
Enrollment Projections (FTE)					
Full-Time	13	19	19	19	19
Part-Time					
Total	13	19	19	19	19
Degrees Conferred Projections	0	10	10	10	15

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code: Federal - 230101 State -

Appendix One: Needs Assessment Study and Analysis for English

Current undergraduate English students at Indiana University East, area English Teachers and English alumni were surveyed about interest in enrolling for an M.A. in English program. The focus of the study was on type of program, delivery format, and program scheduling preferences. 249 persons responded to the survey. Those surveyed included current first year English students, current advanced level English course students, English majors and Humanities majors with a focus in Creative Writing, English alumni, and area middle and secondary public school teachers. Out of the total respondents, 48% indicated they would either enroll or would consider enrolling and would be interested in receiving program information when the M.A. in English is in place at Indiana University East.

A. Anticipated Enrollment in M.A. English Program (check one)

- Would Enroll 18%
- Would Consider Enrolling 29%
- Do Not Know if Would Enroll 21%
- Would Not Enroll 31%

B. Preferred Scheduling (check those that apply)

- Weekday Evenings 39%
- Weekday Daytime 39%
- Weekends 10%
- Other 12%

C. Offering Location Preferences (check those that apply)

- Richmond Campus 45%
- Other Campus Sites 15%
- Hybrid Format 11%
- Online Format 29%

D. Choice of English Studies Focus (check all that apply):

- Literature 44%
- English Language Studies/Linguistics and/or
Composition and Rhetoric Studies 12%
- Creative Writing 44%

E. Preferred Outcome of having an M.A. in English (check all that apply):

- Strengthen teaching credentials 21%
- Increase other career options 32%
- Pursue further graduate studies (e.g., doctorate) 16%
- Increase own knowledge and ability 31%

Appendix 2: Letters from Local Employers



April 13, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

I am pleased to write in support of the proposal for the Indiana University East School of Humanities and Fine Arts to add a Master of Arts degree in English. Even though our region of Indiana includes Ball State University, there are never enough faculty candidates available to meet the staffing needs in English. This is especially true for our growing program in Henry County based out of New Castle, which is not far from the campus of Indiana University East.

It is unfortunate when we are forced to turn students away because of our inability to find faculty who meet our strict credentialing standards. The only way we have been able to proceed at all is to advertise for English faculty nationally to teach our online courses and then require all of our local faculty to teach face-to-face sections.

Our preference would be to use faculty closer to our region, so that they could benefit from a fuller interaction, including faculty development. Also the greater distances and even different time zones challenge our students when extra support is needed. The margin between success and failure is often small for our students, with that extra support sometimes making the crucial difference.

I strongly recommend that the proposal be approved and implemented as soon as possible. I also wish to stress the advantage of an expanded working relationship with an institution such as Indiana University East, who has made such a great effort to be a collaborative partner with Ivy Tech Community College.

Sincerely,

Ronald Sloan, DMA
Vice Chancellor for Academic Affairs
Ivy Tech Community College—East Central Region

4301 SOUTH COWAN ROAD
MUNCIE, INDIANA 47302
765-289-2291
FAX 765-289-2292



April 13, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for
Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

I am Joe Moore, the Vice Chancellor for Academic Affairs for Ivy Tech Community College Southeast Region (campuses in Lawrenceburg and Madison). I am writing to support the proposal for the Indiana University East School of Humanities and Fine Arts' request to add a Master of Arts degree in English. This program will not only serve I.U. East's immediate area well but also aid Ivy Tech's need for credentialed faculty prepared with graduate-level coursework in the teaching of English.

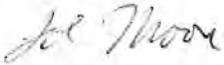
Our campuses would directly benefit from such a program. The Southeast Region of Ivy Tech has no public four-year institution of higher education within its borders. Therefore we continually struggle with the challenge of finding qualified part-time faculty for our campuses. We require 18 credit hours of graduate work in English or an M.A. in English in order to teach for us. The impact of I.U. East producing Master's prepared English graduates would have a highly positive impact in terms of quality of instruction and potential for greater student success and retention.

The proposal would further not only the strategic plan and vision of the Indiana University East campus, but also fulfills the need in Southeast Indiana for support of community college teaching initiatives. Our region works hard to further economic and community development through community college education options. The local program outlined in the M.A. in English proposal would provide essential support for our faculty. Ivy Tech provides professional development opportunities for our faculty, including support for taking graduate courses. We would certainly be in a position to send our faculty to Indiana University East for graduate level work, particularly in the teaching of English.

590 IVY TECH DRIVE
MADISON, INDIANA 47250-1881
812-265-2580
FAX 812-265-4028

The future of the state depends greatly on local access to graduate level programming like that detailed in the M.A. in English. I strongly recommend that the proposal be approved and implemented as soon as possible.

Sincerely,



L. Joe Moore, Ph.D.
Vice Chancellor for Academic Affairs
Ivy Tech Community College - - Southeast
590 Ivy Tech Drive
Madison, IN 47250

CC: Mary Ostrye, Ph.D. Vice Provost, ITCC
James Helms, Ed. S. Chancellor, ITCC Southeast

APR 26 2011

April 29, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for
Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

I serve as a full-time English faculty member at Ivy Tech in Lawrenceburg. I fully support the proposal for the Indiana University East School of Humanities and Fine Arts' request to add a Master of Arts degree in English. Such a degree program will not only serve the area well but also meet our institution's need for teachers prepared with specific graduate level coursework in the teaching of English.

Our campus would directly benefit from such a program in our area. We consistently contend with the challenge of finding qualified and well prepared part-time faculty for our campus. We require 18 credit hours in graduate work in English or an M.A. in English in order to teach for our campus. It is challenging for our applicants to achieve such credentials in an area where there is no local, public graduate program in the area of English. The impact of such an opportunity for prospective and continuing teachers would be significant in terms of quality of instruction and potential for greater student success and retention.

The proposal is in keeping with not only the strategic plan and vision of the Indiana University East campus, but also fulfills the need in this area for support of community college teaching initiatives. Our region works hard to further economic and community development through community college education options. The local program outlined in the M.A. in English proposal would provide essential support for our faculty. Ivy Tech provides professional development opportunities for our faculty, including support for taking graduate courses. We would certainly be in a position to send our faculty to Indiana University East for graduate level work, particularly in the teaching of English.

The future of the state depends greatly on local access to graduate level programming like that detailed in the M.A. in English. I strongly recommend that the proposal be approved and implemented as soon as possible.

Sincerely,



Cathy Carolus



Reid Hospital
& Health Care Services

MAY 3 2011

April 29, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

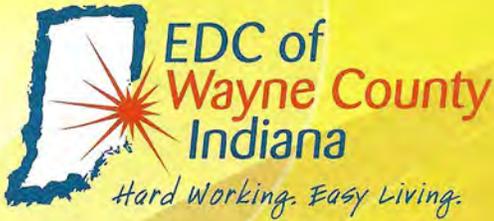
As the President and CEO of Reid Hospital & Health Care Services, I strongly encourage you to approve the Indiana University East School of Humanities and Social Sciences' proposal for an M.A. in English. As the Indiana University Commission for Higher Education knows, we have a strong partnership with Indiana University East, particularly with nursing and business. Because of these partnerships, we also know that local professional graduate education experiences in fields focused on writing and communication are essential for this region of the state.

The addition of a Master of Arts in English degree program will not only provide emerging professional writers needed in the area with a local alternative for graduate studies, it will enable others within the region to provide themselves with further professional skills, and still others in the area to enhance their career opportunities. It is imperative that the Wayne County region of Indiana build professional competencies like those developed and enhanced by programs like an M.A. in English. In order to evolve into a stronger and more developed region, larger numbers of skilled professionals are needed who know how to communicate well and to write professionally. A locally provided M.A. in English will fulfill the obvious educational gap in a much-needed area in order to meet the challenges of establishing the working citizenry needed in an evolving and challenging economy.

Indiana University East is a key resource in the region for driving the future educational mission, and therefore the prosperity of the area, and holds the responsibility of expanding opportunities for professional development and career enhancement in this region of the state. The addition of selected graduate degree programs that afford job enhancement and career building opportunities like the proposed M.A. in English is an imperative action for Indiana University to take. I fully support the application of Indiana University East for an M.A. in English. If you should have questions, please do not hesitate to contact me (765) 983-3224.

Sincerely,

Craig C. Kinyon
President/ CEO



May 3, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

I am the President of the Economic Development Corporation of Wayne County and now serve as the President of the Wayne County Area Chamber of Commerce. I am writing to express our strong support of the Indiana University East proposal to begin offering a master's degree in English. My position gives me a different perspective on this plan. I utilize undergraduate interns from Indiana University East and employ Indiana University East graduates. I am not likely to send large numbers of individuals through the program.

However, the continued development of the educational opportunities at Indiana University East is critical to the ongoing development of education and business in our region. Our ability to attract and retain companies in the region is enhanced by our ability to have a high quality and highly skilled workforce—not only in technical and professional writing and communication positions but also in teaching and educational capacities. Our future as a region requires individuals who can adapt and compete in tough economic situations and in rapidly changing markets. Professional graduate level education, as detailed in the M.A. in English proposal, is essential to the future of our region.

Indiana University East, along with the other institutions of higher learning here, constitute not only a critical part of our future, but also a critical part of the economy. Graduate level education in our region is a critical need at this time and the M.A. in English to support professional education in teaching and writing at the graduate level is essential for the continued development of the region. I would strongly encourage you to approve this new initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Rogers".

Tim Rogers
President/CEO
Economic Development Corporation of Wayne County, Indiana
Wayne County Area Chamber of Commerce



INDIANA UNIVERSITY
EAST

SCHOOL OF EDUCATION

May 28, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

As Dean of the Indiana University East School of Education I regularly have the opportunity to talk with area superintendents and principals. In recent years, there has been an increased request for content level graduate courses. These courses support dual credit classes as well as Advanced Placement Classes. Both are critical as our high schools are focused on preparing students for college readiness. Teachers having the opportunity to attain a master's degree in our region provide an excellent resource for supporting area schools. This alone is an excellent reason for supporting the School of Humanities and Social Sciences proposal to offer a master's degree in English.

Another reason is to support the on-going emphasis of graduate education at IU East. As we are transitioning to a baccalaureate and masters preparing institution it is important to provide a range of programs to meet the needs of our region. The quality of English faculty at IU East ensures a master's degree that will provide depth of content along with a strong focus on analysis and writing.

I strongly support of the approval of an M.A. in English at Indiana University East for the benefit IU East and of our region.

Sincerely,

Marilyn Watkins, Dean
School of Education

Richmond High School

380 Hub Etchison Parkway
Richmond, IN 47374
Phone: (765) 973-3424
Fax: (765) 973-3716

April 29, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

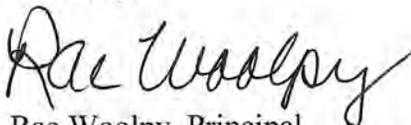
Dear Dr. Sauer:

I am the principal of Richmond High School in the service region of Indiana University East. I am writing to express my strong support of the Indiana University East proposal to begin offering a master's degree in English. While no longer required, many of our teachers choose to continue their education at the graduate level in order to maintain teaching licensure. A program with opportunities to gain education in the content area of English is extremely valuable to our teachers, especially those teaching dual credit and Advanced Placement classes. I am likely to encourage our English teaching faculty to pursue graduate education from Indiana University.

The continued development of graduate level opportunities at Indiana University East is critical to the ongoing development of education in our region. Such advanced studies support our middle and high school students as they prepare for college. Further, our future as a region requires teachers who can adapt and evolve in the education they offer to our students. Professional graduate level education, as detailed in the M.A. in English proposal, is essential to the future of our region.

I am fully in support of the approval of an M.A. in English at Indiana University East for the benefit of our region.

Sincerely,



Rae Woolpy, Principal
Richmond High School





NORTHEASTERN JUNIOR-SENIOR HIGH SCHOOL

7295 U.S. 27 North
Fountain City, IN 47341
Telephone: 765-847-2591
Fax: 765-847-2875
Internet: www.nws.k12.in.us

Dennis Metzger, Principal
Neal Adams, Assistant Principal
Brian Todd, Assistant Principal
Tara Nocton, Guidance Director

May 4, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

I am the principal of Northeastern High School in the service region of Indiana University East. I am writing to express my strong support of the Indiana University East proposal to begin offering a master's degree in English. While no longer required, many of our teachers choose to continue their education at the graduate level in order to maintain teaching licensure. A program with opportunities to gain education in the content area of English is extremely valuable to our teachers, especially those teaching dual credit and Advanced Placement classes. I am likely to encourage our English teaching faculty to pursue graduate education from Indiana University.

The continued development of graduate level opportunities at Indiana University East is critical to the ongoing development of education in our region. Such advanced studies support our middle and high school students as they prepare for college. Further, our future as a region requires teachers who can adapt and evolve in the education they offer to our students. Professional graduate level education, as detailed in the M.A. in English proposal, is essential to the future of our region.

I am fully in support of the approval of an M.A. in English at Indiana University East for the benefit of our region.

Sincerely,

Dennis Metzger, Principal
Northeastern High School

At Northeastern Jr/Sr High School,
student achievement is the driving force behind all of our decisions.



Reid Hospital
& Health Care Services

April 29, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

I wholeheartedly support the application of the School of Humanities and Fine Arts to begin offering a Master of Arts degree in English. I serve as the Chair of the Indiana University East Board of Advisors and am writing in that role. The Indiana University East Board of Advisors is composed of over 20 representatives from the community in key industry and community organizations.

In my position as Chair of the Board of Advisors, I can state that we unanimously support this new degree program initiative. It is an important need for our local region. It is essential that this region of the state continue to develop the advanced professional communication and writing skills of our employees. This area of the state faces tremendous challenges at this time and will continue to need a workforce who can think, communicate and write with the requisite professional training afforded by an M.A. in English. Such individuals will play a crucial role as the region adapts to future workforce needs.

It is essential to continue to implement the Indiana University mission of expanding selected graduate degrees. Indiana University East's School of Humanities and Fine Arts has experienced enormous growth in recent years, making an M.A. in English an obvious next step. Indiana University East has the responsibility of playing a vital role in enhancing the career opportunities of the citizens it serves. It must continue to do so for the betterment of the individuals who live here and to improve the overall welfare of the region.

Thank you in advance to the Indiana Commission of Higher Education for your support in this endeavor.

Sincerely,



Angie Dickman
Chair, Indiana University East Board of Advisors



April 29, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for
Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

I serve as Chair of the Corporate and Community Outreach Committee of the Indiana University East Board of Advisors. I am writing to support the proposal for the Indiana University East School of Humanities and Social Sciences request to add a Master of Arts degree in English.

In my roles as Committee Chair and as a member of the Indiana University East Board of Advisors, I can state that we are solidly behind this proposal. Not only do we believe that the proposal is in keeping with the strategic plan and vision of the campus, but it also fills a much needed gap in the community for a regionally available graduate English degree. Our region has been working diligently to further economic and community development through our Economic Vitality Group spearheaded by the Mayor's office with the active participation of Indiana University East.

We know the future depends on individuals with professional graduate education that prepares students with creative and professional skills ranging from teaching to communication and writing. The overwhelming majority of Indiana University East graduates remain in the area. We need additional educational opportunities for these graduates to further their professional skills and diversify the skills and talent available in the area. This program affords that opportunity.

I would be happy to answer any further questions you might have. Feel free to contact me directly at 765 409-0168 (cell) or 765-935-8687 (office).

Sincerely,

A handwritten signature in black ink, appearing to read "Mary T. Walker".

Mary T. Walker,
Executive Director

RICHMOND ~ WAYNE COUNTY CONVENTION AND TOURISM BUREAU, INC.



INDIANA UNIVERSITY
EAST

SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES

May 31, 2011

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Dr. Sauer:

As Dean of the Indiana University East School of Humanities and Social Sciences, I am writing to endorse the approval of the school's proposal for an M.A. in English. Through my interactions with administrators at Reid Hospital, Ivy Tech Community College, Richmond Community Schools, the *Palladium-Item* newspaper, and other area businesses, I have become firmly convinced of the growing need for employees with graduate training in English. This proposal also is in keeping with IU East's mission of providing baccalaureate and selected masters degrees four our region.

The M.A. program developed by English faculty of the IU East School of Humanities and Social Sciences will enhance career opportunities for women and men seeking careers in professional and technical writing, as well as in community college and secondary school teaching, journalism, publishing, communications, and related areas. The English faculty at IU East are well qualified to offer this degree, which will equip graduates with excellent content knowledge and professional competencies. With this background, they will be well positioned to make creative and positive contributions to our evolving regional economy community.

I fully support the proposal by IU East for an M.A. in English and believe it is essential to the economic and cultural well-being of the region.

Sincerely,

Joanne Passet, Dean
School of Humanities and Social Studies

Appendix 3: Letters from Institutions



27 January 2012

Dr. Katherine Frank
Dean and Professor of English
School of Humanities and Social Sciences
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374

Dear Dr. Frank:

I write this letter to offer my support for this initiative. It is clear from your research, from the emerging data, and from the economic and cultural needs of your region that a graduate degree in English has become a necessity for your community. As a chair of a department that has had a graduate degree for many years, I can attest to the value of the program and the services it offers both students and constituents in our community.

First, it has become evident to us in Fort Wayne that the educational field has changed dramatically; online education, the presence of Ivy Tech Community College, the emerging dual-credit market for undergraduate composition/writing classes in the high schools have had a tremendous impact on our own graduate numbers and our own adjunct faculty. We find our adjunct faculty in high demand to assume instruction in venues that were either quiescent (Ivy Tech's growth as a community college emerging only recently) or nascent (dual-credit as an option for high-achieving high school seniors). It is certainly true that we now provide a necessary service to our region by providing graduate instruction for area high school teachers needing graduate education and by providing a clientele of faculty to support dual credit efforts. Thus, Richmond's request is clearly responsive and pro-active in addressing the needs of its own region.

Second, it has also become evident that area businesses increasingly desire students with advanced preparation in professional writing and critical thinking, the very skills taught in a graduate program in English. We find our students able to find positions in software companies and in private/public venues that promote economic development and business investment. The graduate program in English has

provided these area businesses and agencies with a vital workforce to expand their resources and economic opportunities.

Third, it is evident that graduate education provides students with an investment in their own development as critical thinkers and emerging scholars. We have been able to provide students with an education that has prepared them for doctoral programs elsewhere (Arizona, Michigan, Ohio State). Lacking that preparation, our students would have been hard-pressed to take that vital step. Thus, the investment in the intellectual and cultural interests of one's students is both the right and the proper mission for a university.

Given the context of our program, I can attest to the value of your proposed program – both its mission and its curriculum—in providing your region with a resource that will allow IU-East to enhance your community and its outlying region.

Should you need further corroboration, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Hardin Aasand".

Hardin Aasand, Chair &
Professor of English
Department of English and Linguistics
Indiana-Purdue University Fort Wayne

February 2, 2012

Dr. Katherine Frank
Dean and Professor of English
School of Humanities and Social Sciences
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374

Dear Dr. Frank:

After having carefully read the proposal for a new MA in English at IU East, I would like to begin by stating how favorably impressed I am by the proposal in general and by the program of study that it outlines, explains, and supports. It is clear from what I have read, particularly in the letters of support, that there exists a critical need for the program in the region served by IU East, a wide range of enthusiastic support, and rather large number of individuals prepared to enroll in the program. Those students who do enroll in the program will benefit by the proposed "two-tier" assessment plan, the real strength of which is the personal mentoring component, which will help ensure students' successful completion of the degree.

Among the program's strengths is first a dedicated and talented faculty and administration eager to add a graduate program to the challenges and responsibilities that their positions already entail. In addition, I think the creators of the program are wise in how they have structured the program. First, applicants are not required to submit GRE scores with their applications. The value of GRE scores in predicting success is not uncontroversial; indeed, they may actually serve to exclude students who would otherwise be admitted and successfully complete an MA. Second, the program requires 36 credit hours, all of which are covered by course work. That is, there is no thesis requirement, which is the case in many very fine English MA Programs around the country. The structure of the 36 credit hours, culminating with a very good capstone experience (W609, a writing project), will enable students to plan a program they can complete in two years, a very attractive feature in any graduate program. Further, the program offers a breadth of study in general and in particular in its core course offerings in the discipline of English language studies and is designed to enable students to customize a program with considerable depth of knowledge in English language studies. Clearly the new MA in English at IU East will respond to the needs of students, the university and the community at large. I offer it my unqualified support.

Cordially yours,

Frederick J. DiCamilla, Ph.D.
Associate Professor
Department of English
Indiana University School of Liberal Arts
Indiana University Purdue University, Indianapolis

Dear Dr. Frank,

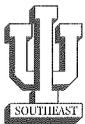
I am writing in support of the proposed Master of Arts in English at Indiana University East. As the Director of Graduate Studies in English at Indiana University-Purdue University Fort Wayne, I have seen how the ability of local teachers to obtain an M.A. in English has greatly benefitted them both personally and professionally. Such a course of study not only qualifies teachers to advance in their profession, but also enhances the ability of local schools to offer the kind of reading and writing instruction valued by employers and necessary for active and engaged citizens. I have also seen our students go on to pursue doctoral degrees, to employ their skills as technical and professional writers, to enter law schools, and to enhance their quality of life in countless other immeasurable ways. This is an exciting, and necessary, new program and I heartily support it.

Dr. Lewis Roberts
Associate Professor
Director of Graduate Studies in English
Indiana University-Purdue University Fort Wayne
Fort Wayne, Indiana

Lewis C. Roberts
Associate Professor
Director of Graduate Studies
Department of English & Linguistics
Indiana University-Purdue University Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805-1499
Office: 260-481-6754
Liberal Arts 105

1 February 2012

MASTER OF
LIBERAL STUDIES



Dr. Katherine Frank
Dean and Professor of English
School of Humanities and Social Sciences
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374

Dear Dr. Frank;

I am happy to write in support of your proposal to develop a program to offer the Master of Arts in English at Indiana University East. The program as described is well-designed to respond to clear need in your area for individuals with a terminal master's degree in English to fulfill a variety of occupational niches. I strongly support the development of appropriate applied master's degrees for the regional campuses as essential to our mission of serving our regions. As a director of a master's degree program in the arts & sciences, I can attest to the impact that a judiciously selected and designed master's degree program can have on achievement and occupational attainment.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Deborah Finkel'.

Deborah Finkel, Ph.D.

Director, Graduate Liberal Studies Programs

OFFICE OF THE DIRECTOR

Crestview Hall
4201 Grant Line Road
New Albany, Indiana
47150-6405

812-941-2393

January 31, 2012

Dr. Katherine Frank
Dean of Humanities and Social Sciences
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374

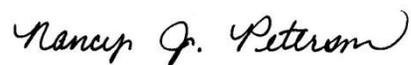
Dear Dean Frank:

As requested in your email of January 22, 2012, I have reviewed the materials related to the newly proposed M.A. in English program at Indiana University East, and I am pleased to lend my support.

I agree that having an M.A. program in English at IU-East is important for meeting the region's needs—for students who would like to further their education and for regional employers. Moreover, I commend the focus of the proposal on preparing M.A. graduates to meet the needs of community colleges and high schools with dual-enrollment courses. Both entities need well-qualified instructors, who, as you point out, are often in short supply. Present indicators also suggest that the instructional needs of both are likely to increase markedly over the next decade, and so your proposal is timely, in my view.

In closing, let me wish you success in launching this new and timely degree program.

Sincerely,



Nancy J. Peterson
Professor and Head
Department of English

Department of English



SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY
Department of English
IUPUI

January 31, 2012

Katherine Frank
Dean of Humanities and Social Sciences
Indiana University East

Dear Dean Frank,

I am writing in support of the proposal for the MA in English in the School of Humanities and Social Sciences at IU East. The proposal is similar to the non-thesis track we have for our MA in English at IUPUI, which has proved – due to its flexibility to meet student interests – to be a popular graduate program in the IU School of Liberal Arts at IUPUI. As described in the proposal, the program will prepare graduates for a range of opportunities in English, particularly in teaching creative writing, literature, and composition as well as in other jobs that demand strong skills in communication, writing, and critical thinking.

The English department at IUPUI sees this proposal as filling a clear need for graduate-level instruction in English in the Indiana University East region; few if any of the students in our MA program in recent years have come from this part of the state, so we do not view this program as being in competition with ours.

I recommend that this proposal be approved.

Sincerely,

Thomas A. Upton, PhD
Professor and Chair
Department of English
IU School of Liberal Arts at IUPUI

Appendix Four: Advising Forms

M.A. in English Advising Form

Student Name _____ Date _____

Address _____ Daytime Phone _____

_____ Evening Phone _____

ID # _____ Degree Advisor _____

Courses:	Date Completed	Grade	Cr. Hours
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ENG L506 Introduction to Methods of Criticism and Research (4)	_____	____	____
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Elective Courses (28 cr.)			
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_____ (4)	_____	____	____
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_____ (4)	_____	____	____
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_____ (4)	_____	____	____
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_____ (4)	_____	____	____
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Capstone Project (4 cr.)	_____	____	____
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Total Credits: 36

Assessment Portfolio Completed: 3 projects _____ reflective essay _____

_____ Date

Verification of successful completion of Degree:

Degree Advisor Signature

Date

Appendix Five: M.A. in English – Assessment Plan for Three Overarching Outcomes

General Outcome	Objective Findings (i.e., what the student will know or be able to do)	Method for Imparting the Skill or Knowledge	Method for Measuring the Skill or Knowledge	Assessment Results	Potential Improvements Based upon Findings
Knowledge of Theory and History of English Studies	Evaluate, and Select Appropriate Strategies for Development and Practice of Teaching and/or practicing English Studies within Historical Context	<ol style="list-style-type: none"> In-class: Required Core Courses Out-of-class: Writing; projects 	<ol style="list-style-type: none"> Homework, projects, seminar papers (required Core Courses) Score on coursework and program portfolio 	<ol style="list-style-type: none"> 100% Score 90% or higher. 85% or higher in coursework. 	<ul style="list-style-type: none"> Revise content of core courses Require attendance at IRB session as applicable
Familiarity and Experience with Writing Paired With Practical Application of English Studies as Multidisciplinary Field through Applying Teaching, Creative Writing, Literary Scholarship	Prepare Materials for Teaching or practice of writing and literary studies—e.g., Assignments, Course Outlines, Lesson Plans, or creative or scholarly projects—for Defined Courses Informed by English Studies Knowledge.	<ol style="list-style-type: none"> In-class: Elective Courses Out-of-class: Working with Adviser/Mentor Program Portfolio Preparation 	<ol style="list-style-type: none"> Homework, projects, seminar papers (elective courses) Score on coursework and program portfolio 	<ol style="list-style-type: none"> 100% Score 90% or higher. 85% or higher in coursework. 	<ul style="list-style-type: none"> Interview students who don't complete one of the 3 benchmarks to determine barriers Add session to all electives on strategies to build research into practice Inventory research opportunities
Equip Students with Knowledge Needed to Support Literacy Learning, to Implement Effective Teaching Strategies, Creative writing or Literary scholarship and to Complete Graduate Level work	Demonstrate Ability to Develop Research or Researched Creative Project within English Studies	<ol style="list-style-type: none"> In-class: Completion of Major Research Project Out-of-class: Program Portfolio Completion 	<ol style="list-style-type: none"> Course Projects and Self Developed Research Project (electives and capstone). Score in Evaluation of Program Portfolio. 	At least 90% of participants complete the program with 90% or higher on Program Portfolio.	<ul style="list-style-type: none"> Revise content of elective courses and capstone Provide practicum experience in electives to address deficiencies