

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: M.A.in English with English Pedagogy Emphasis

Degree/Certificate: Master of Arts

Options: English Pedagogy Emphasis

Delivery Site(s): Maryville Campus, Kansas City Center, St. Joseph Center

CIP Classification: 230101 (Please provide a CIP code)

Implementation Date: Summer 2012

Cooperative Partners:

Expected Date of First Graduation: Spring 2015

AUTHORIZATION

<u>Douglas Dunham, Provost</u>		
Name/Title of Institutional Officer	Signature	Date

<u>Gregory Haddock, Vice Provost</u>	<u>(660) 562-1145</u>
Person to Contact for More Information	Telephone

1.

Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

<i>Year</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Full-time</i>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<i>Part-time</i>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>
<i>Total</i>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>

ii. Will enrollment be capped in the future?

Enrollment is currently capped at 12 students, blending students with current MA program.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

This M.A. emphasis will replace a program that has not had success and will be deleted (the M.S. Ed. in English. Option I). This is a program intended for practicing, licensed high school teachers. Due in part to the requirement that Dual Enrollment classes be taught by an instructor with the M.A.

The English department has found through a survey that there is demand, and has also determined that there is not a similar program in the region.

Intended students are practicing or aspiring secondary English teachers who are not seeking state certification along with the degree. The department hopes to serve working and aspiring teachers who need to take classes at an off-campus location, although local students can also be accommodated. The English Pedagogy Emphasis will be implemented by forming cohorts of students who go through the program together with the aid of ITV technology.

B. Societal Need:

i. General needs which are not directly related to employment

The program we have designed has an excellent mix of varied and challenging literature classes, composition theory classes, and pedagogy focused specifically on the English classroom. We believe that the best teachers are those who themselves remain intellectually engaged and challenged, and our classes support those aims. Furthermore, by creating cohorts of students who take all of their classes together, we also create a network of working teachers. (See Ellis, VIV. "Taking Subject Matter Seriously" in The Curriculum Journal 18:4 (2007) 447-62 for a discussion of a collaborative model of building subject knowledge

that supports the integration of subject training with curriculum building. Her article draws on an experimental model from the School of Education at Oxford that groups intern teachers into cohorts.)

C. Methodology used to determine "B" and "C" above.

We verified market demand for the program with two surveys. The English Department sent an email survey to current BSEd students in English: Holly Johanssen of the Northwest Kansas City Center and Melody Messner of the Northwest St. Joseph Center surveyed working teachers in their respective areas. The results of the survey are as follows:

Summer 2012:

2 current BSED students

12 working teachers in the KC area

5 working teachers in St. Joe or Maryville areas

3 Northwest alums in the KC area but not listed on the KC survey

Summer 2014

7 current BSEd students "definitely" interested

9 current students "Might be" interested | "wish to know more"

6 KC teachers

These results precede any real effort to publicize the program. In addition, the comments on the teacher surveys were very positive. According to Dr. Tom Smith, our professor of English Education, our program is unique in that it has a pedagogical focus but also provides the advanced study in the content area. He also notes that the course schedule is designed to make working teachers eligible for a pay raise at the end of each year of the program.

2. Duplication and Collaboration: (Form CL – Collaborative Programs)

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

While this program is replacing a teaching degree (MSEd) - the new proposed program will not be based on certification needs of the student. It will be an M.A. program whose purpose is to add pedagogy-based content knowledge, but not certification-based requirements.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 33

B. Residency requirements, if any: NA

C. General education: Total credits: NA

Courses (specific courses OR distribution area and credits):

Twenty-one advisor approved credits based on course rotation of the MA program already existing.

D. Major requirements: Total credits: 12

Eng 10-698 Problems in Teaching literature and Composition (a 3-course sequence) ... 9

Eng 10-610 Introduction to Practical & Theoretical Criticism 3

E. Free elective credits: 21 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Early in the penultimate trimester of the English M.A. program, the student will elect a group of three faculty members to serve as an advisory and assessment committee, designating one of them to serve as chair. During or before the final trimester, the degree candidate will submit the portfolio to the committee for approval. Once the portfolio contents are approved, the committee chair will schedule a date for the oral defense of the portfolio. A failing portfolio may be revised and resubmitted one time only.

G. Any unique features such as interdepartmental cooperation:

No

5. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Master of Arts in English with Pedagogy Emphasis

Date: January 24, 2012

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Regular admission is based on a 3.0 undergraduate GPA and minimum verbal score of 460 on the GRE with 4.5 Analytical Writing portion.

- Characteristics of a specific population to be served, if applicable.

This program is for students who want English content specialization, but not for certification purposes. The emphasis in pedagogy distinguishes this from the regular English M.A. degree in that it provides a teaching framework or paradigm to the program structure, just not for certification.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Department of English Faculty that hold the status of Graduate Faculty will teach this course.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

100% full-time.

- Expectations for professional activities, special student contact, teaching/learning innovation.

None.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

5. Program Characteristics and Performance Goals: (Form PG).

12 in this Emphasis area.

- Percent of full time and part time enrollment by the end of five years.

100% part-time

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

On average 6 students per year in this emphasis area at the 3 and 5 year time.

- Special skills specific to the program.

Pedagogy in the English content area at the graduate level.

- Proportion of students who will achieve licensing, certification, or registration.

0%

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

N/A

- Placement rates in related fields, in other fields, unemployed.

Should expect 100% placement rate because the students will be part-time and employed in their current jobs. Many of them will be teachers, and many may already have an MEd degree.

- Transfer rates, continuous study.

Not expected to have transfer students.

6. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

Specialized accreditation not sought, program will fall under the umbrella of institution accreditation with HLC.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

All students completing graduate programs are surveyed after they file an application for degree completion. Expected satisfaction should match the current MA in English graduate program, which is at a high level. The students find the MA program to be challenging, yet rewarding.

- Expected satisfaction rates for employers, including timing and method of surveys

5. Program Characteristics and Performance Goals: (Form PG).

Employers that are secondary education providers will have more employees that are eligible to teach dual credit instruction.

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The English department has had a long and rich history of instructing in the MA program for non-teachers as well as the MEd program for certificated teachers. This program brings the richness of those offerings to a new perspective for this emphasis area in English Pedagogy.

8. Any Other Relevant Information:

Catalog (Current)

DELETED M.S.Ed. PROGRAM (CBHE-April 2012)

M.S.Ed. in English (Option I)
(For Students with Teaching Certification)
CIP: 131305

Required Courses

Ed 61-695 Philosophy of Education (or suitable alternative)	3
Psych 08-603 Advanced Educational Psychology (or suitable alternative)	3
Eng 10-610 Introduction to Practical & Theoretical Criticism	3
Eng 10-501 Writing, Language, and Pedagogy	3
Eng 10-698 Problems in Teaching Literature and Composition	3
Advised English Electives	11-12
Approved Electives	6
Total	32-33

Catalog (Proposed)

PROPOSED M.A. PROGRAM

M.A. in English with English Pedagogy Emphasis
CIP: 230101

Required Courses

Eng 10-698 Problems in Teaching Literature and Composition (a 3-course sequence) . . .	9
Eng 10-610 Introduction to Practical & Theoretical Criticism	3
Advised English Electives (pre-determined for each cohort)	21
Total	33

Minor Requirements NA
Total hours 33

Supplement to Proposal 111-10-01
Department of English

Course Rotation Draft for English M.A.—Eng. Pedagogy Emphasis

Cohort Begins

Summer 2012

10-698 Problems in Teaching: 21st Century Literacies & 21st Century Classrooms (Dr. Smith)

10-631: Figures & Groups: Tennessee Williams & His Influence (Dr. Loomis)

Fall 2012

10-610 Introduction to Practical & Critical Research (Dr. Chandler)

Spring 2013

10-540: Multicultural +World Literature: The Harlem Renaissance (Dr. Hobbs)

10-501 Writing, Language & Pedagogy: Through the Lens of Genre (Mindee Lieske)

Summer 2013

10-520 Early British Literature: Stage, Page & Reality: Shakespeare's History Plays (Chandler)

10-698 Problems in Teaching: Action Research (Dr. Smith)

Fall 2013

10-640 Figures & Groups: Medieval Women Visionaries (Dr. Rytting)

10-698: Problems in Teaching: Teaching Literature by Teaching Writing (Richard Sonnenmoser, MFA)

Spring 2014

10-530 Studies in Brit. Lit. 1700-Present: Setting in Victorian Fiction Dr. Olasz)

10-619: Special Project: Research & Writing Portfolio Paper (Smith & others as advisors)

Summer 2014

Portfolio Defense & Graduation

New Cohort Begins

10-698 Problems in Teaching: 21st Century Literacies & 21st Century Classrooms (Smith)

10-631: Figures & Groups: Mark Twain (Dr. Black)

Fall 2014

610 Introduction to Practical & Critical Research (Dr. Hobbs)

Spring 2015

640 Seminar in Genre: Science Fiction, Faith, Life, and Reality (Dr. Chandler)

501 Writing, Language & Pedagogy: Writing is A Process, Now What? (Dr. R. Gallaher)

Summer 2015

530: Brit. Lit. 1700-Present: Jane Austen & her Literary Sisters (Dr. Rytting)

698: Problems in Teaching: Action Research (Dr. Smith)

Fall 2015

698 (Writing Sonnenmoser) + one other course

Spring 2016: 619 + 600-level course

Summer 2016

Portfolio Defense & Graduation

Northwest Missouri State University

A Higher Form of Higher Learning

Sample Syllabus—Critical Literacy

Department of English

College of Arts and Sciences

3 hours credit

Instructor Information

- Dr. Tom Smith
- Office: Colden Hall, 2875
- Phone: 1746
- E-mail: tsmith@nwmissouri.edu
- Office Hours:

Course Description

A concentrated study of selectd issues in teaching literature and composition at the secondary school level. Topics may change each term. Among the topics that may be covered are assessment, multiculturalism, using media, literary forms and authors, the research paper and grammer.

About This Course

English 698 is the central education course in the new M.A. with an emphasis in English Education. This course is designed to be repeated multiple times throughout the program—each time with a different focus. The emphases in the course are designed and chosen to insure a broad exposure to multiple issues in education today. At heart, though, each section is designed to help you become a more thoughtful, conscious (using Freire's definition) teacher committed to more fully educating all students to be successful citizens in a rapidly changing world.

Objectives

My objectives for this section of 698 include the following:

- Increase students' awareness of the ways in which schools and schooling structures work to maintain the status quo in terms of power and income.
- Help students develop frameworks for enacting pedagogies of change in their classrooms.
- Help students understand how to navigate the demands of test-centric school cultures while providing students with meaningful, powerful educative experiences.
- Increase students' abilities to define and discuss the roles of schools in America today and in the past.
- Prepare students' to challenge hurtful and demeaning pedagogies in their classrooms.
- Increase students' abilities to meet all of the needs of all of their students.

- Prepare students to enact a pedagogy that emphasizes accountability and rigor while honoring and dignifying students' lived experiences.

Required Texts

Friere, P. (1970). *Pedagogy of the Oppressed*. New York, NY: Continuum.

Assignments

Reading Summaries—At the end of each week you are to turn in a 2-3 page paper that ties together the main ideas from that week's readings. You may incorporate ideas from previous weeks, but the emphasis is on that week's readings primarily. Each of these is worth 5% of your final grade for a total of **20%**.

Lesson Idea Binder—Near the end of the term, you will turn in a collection of at least 10 lesson and/or unit plans that exemplify a critical pedagogy approach to teaching. You will not need to include any formal lesson plans in this collection, rather the focus will be on a brief (1 paragraph) written explanation of how each of these ideas ties into critical literacy beliefs and ideals. This is worth **20%** of your final grade.

Final Exam—You will take a final exam covering the material of this class. This exam will be primarily essay in nature. It will be worth **10%** of your final grade.

Paper—The most important assignment by far in this class is a 12-15 page paper that addresses some aspect of critical literacy education. This is worth **50%** of your final grade.

Grading

I will follow the traditional 90/80/70/60 grading scale in this class. In addition, there are certain, rigid rules of grading that you should be aware of.

1. Any student who fails to turn in a works cited page for a paper will receive 0% for that paper.
2. Assignments will not be accepted late except in the case of excused absences as defined in the policy section of this syllabus.
3. Plagiarism (described in the policy section) will result in an automatic F for the class and other disciplinary consequences as outlined in the NWMSU catalog.

Policy Statements

Attendance & Tardies

Learning is a community activity on many levels. Therefore, your timely attendance at class is necessary. Each student will be given one "free" absence during the semester that will count as an excused absence. This absence is to cover things like illness, car problems, "mental health days," or anything else. Other excused absences are defined as those absences because the student is involved in a university event endorsed by the provost, because the students can provide a doctor's note documenting a medical *emergency*, or because the student had to attend to grave family matters. Absences must be identified as excused within one week of their occurrence or they automatically become unexcused. In the case of excused absences, students can make up missed

assignments, quizzes, or due dates. This must be done as soon as reasonably possible. Failure to take care of such items in a timely fashion will forfeit the right to make them up. Furthermore, please notify me of any absences as soon as possible—preferably before class.

Unexcused absences are defined as any absences not discussed above. For each unexcused absence, students will be docked 5% of their final grade and there will be no allowance for make-up of missed work. Any due dates on these days will be subject to the penalties outlined in the grading section of this document. Furthermore, four unexcused absences during the semester will result in an automatic failing grade.

Arriving late to class repeatedly or excessively will not be tolerated. Any tardy of more than 20 minutes will be considered an absence. Also, any three tardies of less than 20 minutes will result in an absence. These absences will follow the same guidelines as those above. Similarly, tardies themselves will be subject to the same excusability rules as absences.

Academic Honesty

Academic honesty is central to our mission as a university and your success as a student, and it is expected that you will read and become familiar with the section on “Academic Honesty” in the *Undergraduate Academic Catalog* and *Northwest Student Handbook*. Academic honesty entails treating the work of others ethically and ethically representing your own work.

While academic dishonesty includes more than plagiarism (your catalog details eight practices considered academically dishonest), be especially aware of the following definition of plagiarism prepared by the Department of English:

Plagiarism is defined as using someone else’s language or ideas as your own without appropriately crediting the source, or to such an extent that the writing is no longer representative of your own abilities.

If you are found guilty of academic dishonesty, one possible consequence is failure of the class.

Cell Phones

The inappropriate use of cell phones has become extremely problematic. Therefore, cell phones that are not silenced may result in a loss of points for the offending party. Furthermore, texting during class time will result in loss of points the first time I observe it. The second time, the offending party will be asked to leave class and it will be counted as an unexcused absence.

Work Load

This course will require a large amount of reading, writing, and thinking. In general, a student should expect to spend three hours outside of class for every hour of scheduled in class time, though this may vary depending on the student.

Students with Disabilities

Students whose performance might be affected by a recognized disability must present a copy of their official Northwest accommodation letter from the LAP/S Committee to me as early in the term as possible. Additional information can be found in

Supplement to Proposal 111-10-01

the "Services for Students with Disabilities" brochure available at the Student Services Center in the Administration Building or online.

Final Exam

The Final Exam for this class will be based on your reflective essays and will take place in my office during the last two days of the block.

NOTE: This syllabus is not a contract and is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.

Course Schedule

Day	Topic	Reading	Work Due
1	Intros		
2	America's Education today	Darling-Hammond	
3	Critical Pedagogy in Response	Smith Freire, chap. 1	
4	The Banking Method	Freire, chap. 2	Reading Summary 1
5	Dialogics	Freire, chap. 3-4	
6	Historical Look at U.S. Literacy Schooling	Shannon	
7	Adolescents today and schools	Harper & Bean Bean & Harper	
8	Feminist Pedagogies	Fine, Weis, & Addelston	Reading Summary 2
9	Race in schools	Delpit	
10	Race in schools	Ladson-Billings Purcell-Gates	
11	Class in schools	hooks	
12	Class in schools	Ayers, et al.	Reading Summary 3
13	Role of Teachers	Giroux	
14			
15	Critical Literacy in the Digital Age	Kress Luke & Luke	Reading Summary 4
16	FINAL EXAM		Paper