



WEBER STATE UNIVERSITY
Lindquist College of Arts & Humanities

— MASTER OF ARTS —
ENGLISH

Five-Year Graduate Program Review
Self-Study

EXECUTIVE SUMMARY
Weber State University
Telitha E. Lindquist College of Arts and Humanities
Department of English
Master of Arts in English Program
Self-Study Document, Fall 2014

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full self-study document.

Program Mission:

The Master of Arts in English program (MENG) provides excellent educational experiences for its students through extensive personal contact among faculty, staff, and students in an environment that encourages freedom of expression while valuing diversity. We take pride in a student-centered environment for learning and believe close associations between faculty and students contribute to student success.

The MENG program is designed to provide advanced preparation in writing, critical thinking skills, and English language and literature. The purpose of the advanced study of language and literature is to heighten humanistic values and awareness to generate and serve a local community of scholars.

Curriculum:

The Master of Arts in English (MENG) program learning outcomes are introduced, emphasized, and mastered within the classroom and shared with the larger community through student publication, conference participation, and other out-of-classroom experiences. Students enrolled in the MENG program are required to take 33 credit hours of coursework.

Student Learning Outcomes and Assessment:

At the end of their study at WSU, students in the MENG program will:

Learning Outcome 1: Demonstrate an ability to gather, analyze, and communicate information effectively.

Learning Outcome 2: Demonstrate in texts cultivated skills in careful reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.

Learning Outcome 3. Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.

Learning Outcome 4. Demonstrate knowledge of and interaction with foundational and current scholarly criticism.

Learning Outcome 5. Acknowledge and articulate the significance of key primary texts in one specific literary genre, period, culture or style.

Learning Outcome 6. Demonstrate an ability to employ academic conventions and protocols for written or multimodal presentations, including the application of appropriate conventions, citation formats and style manuals, such as the MLA style sheet for literary papers or the Chicago or APA formats for papers that range into historical or sociological areas of study.

Academic Advising:

In MENG, the academic advising is primarily done by the Program Director and Administrative Specialist. Our goal is to post a tentative schedule of courses on the MENG website that encompasses six semesters, so that students can meet in their first semester with the Administrative Specialist and map out their entire program of study if they desire.

Faculty:

MENG utilizes faculty from the English Department, College of Arts and Humanities, and Weber State University. All professors teaching in MENG have attained a terminal degree, usually the Ph.D. All classes taught for MENG are part of teaching load and taught primarily by the full-time tenure-track English faculty members.

Program Support:

The MENG program currently has one three-quarter time administrative specialist. During Fall and Spring semesters an hourly student assistant is also employed.

Relations with External Community:

The MENG program maintains relationships with local external communities primarily through our contribution to K–12 education through the MENG secondary licensure track and through the Wasatch Range Writing Project. Many of our students are in fact teaching in the public schools or preparing to do so.

Relations with External Community, continued:

MENG promotes preparation for higher education by preparing students for Ph.D. programs in English and also through our Teaching Assistantship and Teaching Apprenticeship programs which prepare students for teaching at the college level.

Aelerus is a student-run academic journal focused on literary-critical writing. Submissions to the journal come from around the country, including Georgia, California, Arizona, Pennsylvania, Idaho, South Carolina, and Utah, among others. All submissions are double-blind peer reviewed.

The Program encourages Master of Arts in English students to present their papers at professional conferences in the United States and overseas, and can underwrite up to \$500 in travel costs following the submission and acceptance of a travel proposal to the Program Director. Students have presented at conferences in Canada, Illinois, Texas, Utah, Nevada, Missouri, New Mexico, Taiwan and elsewhere.

Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:

The student/faculty ratio has remained fairly constant in the last four years. Dual designation classes are capped at 5 graduate students and 6000-level classes are capped at 15 students. Our declared majors and number of yearly graduates have remained fairly consistent.

Because the program faculty also teach in the undergraduate English programs, MENG works in conjunction with the English Department leadership to ensure that MENG classes are given priority in scheduling. The College of Arts and Humanities does not allow faculty to teach graduate courses and overload in the same semester. The administration, faculty, and students seem satisfied with the course offerings.

Financial Analysis:

Institutional Research provided financial analysis for the Master of Arts in English Program. Student Credit Hours declined in 2013-2014, yet Student Majors show a slight growth trend. This could be attributed to the improving economy where students do not feel the need to quickly graduate, and are taking fewer classes per semester.

MENG has been very conservative with its budget. In the future, funds may be used to help supplement hiring of additional faculty in the English Department.

Results of Previous Program Reviews:

This is the first Program Review that has been conducted for the Master of Arts in English Program separately from the undergraduate programs. The 2011 English Department Program Review stated that assessment and class scheduling issues were of concern. Both areas have been addressed and will continue to be monitored and addressed.

Information Regarding Current Review Team Members:

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