



WEBER STATE UNIVERSITY
Lindquist College of Arts & Humanities

— MASTER OF ARTS —
ENGLISH

WSU Five-Year Graduate Program Review
Self-Study

Cover Page

Department/Program: Master of Arts in English Program

Semester Submitted: Fall 2014

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A. Brief Introductory Statement

The Master of Arts in English (MENG) Program offered its first classes Fall 2006. In the Spring of 2011, the Department of English conducted a comprehensive Program Review that included MENG. At that time graduate programs at Weber State were being evaluated within their department. During Fall 2014, MENG will conduct its first stand-alone program review.

Dr. Hal Crimmel was appointed to a three-year assignment as MENG Program Director beginning July 2012. In November 2012 a mini-program review was completed to help Dr. Crimmel understand the complexities of recruiting, scheduling, enrollment management, faculty utilization and development, and budgeting.

Following is the first five-year graduate program review of the Master of Arts in English Program.

B. Mission Statement

a. Description of 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.

b. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University

http://weber.edu/universityplanning/Mission_and_core_themes.html

The MENG program is aligned with the core themes of the university. The core theme of “Access” is achieved by the MENG program partially through class scheduling. MENG was approved by the Board of Regents to serve working students in Northern Utah. Our classes are primarily offered from 5:30-8:10 PM, Monday-Thursday. The program also offers classes in two 7-week blocks during the summer. Upon graduation MENG students are able to continue on to Ph.D. programs, better employment opportunities, and enriched lives. MENG allows students to take a leveling-class at the 5000-level to help the program and students determine if they are a good fit with the program. This allows working students to gauge whether they can balance their commitments and graduate work.

The core theme of “Learning” is achieved through faculty/student contact, graduate research, conference participation, and service learning embedded in courses. MENG 6000-level courses are capped at 15 students. This allows faculty and students to engage in extended discussions inside and outside of the classroom. MENG students are required to research and submit work for publication and conferences in MENG 6010, Introduction to Graduate Studies. They are further encouraged to participate in conferences through our Travel Reimbursement fund. MENG students provide evidence of learning in every class and through their portfolios.

The core theme of “Community” is achieved 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. We also have courses that engage in service learning projects, such as Dr. Judy Elsley’s “Life Writing” class in Fall 2013, which took students into an assisted living facility to work with the residents.

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, and South Carolina, as well as from Utah, among others. All submissions are double-blind peer reviewed.

Master of Arts in English students are also establishing broader communities when they present at conferences in Canada, Illinois, Texas, Utah, Nevada, Missouri, New Mexico, Taiwan and elsewhere. The Program encourages 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. The Office of Undergraduate Research (OUR) has also been assisting with travel funds for graduate students since Fall 2013. MENG students received more than \$2500.00 from OUR funds since September 2013.

Students, as a result of encouragement from the Program Director and a guided assignment in MENG 6010, Introduction to Graduate Studies, have published and will publish their work in various academic journals, including *Rethinking Marxism: A Journal of Economics, Culture and Society*, *Western American Literature*, *Gravel*, and others.

C. Program and Curriculum

a. Program Description

- i. Include a summary of degree requirements.

Admission Requirements

Admission to the MENG program requires a bachelor's degree, preferably in English. Students with less English preparation may petition for conditional admission which may require that they take additional classes at the 5000-level for full matriculation.

Applicants must complete an online application. Criteria for acceptance into the program include:

- Undergraduate degree with a minimum GPA of 3.25 in the major (preferred)
- Submission of writing sample (5-8 pages)
- Transcripts from all institutions of higher education attended
- Three letters of recommendation from educational or professional references
- Letter of intent and current resume/vitae
- Interview with the program director or option coordinator

Additional Requirements for International Students

All international students and any applicants educated outside the United States must demonstrate proficiency in English. Those whose native language is not English must submit an official score from the Test of English as a Foreign Language (TOEFL) of 550 (paper-based) or 213 (computer-based). Other appropriate tests may be used as an alternative to the TOEFL, such as IELTS and the WSU LEAP Special Examination. The score may not be more than two years old.

Transfer Credits

Transfer credit must be approved by the program director and cannot exceed 11 credit hours. Transfer classes must be at appropriate levels and fulfill the objectives of the Master of Arts in English degree at WSU. No courses for which credit was used to fulfill requirements of another degree may be used toward the Master of Arts in English degree.

Obsolete Credits

Credit earned more than ten (10) years earlier than the proposed date of graduation will not be accepted for the MA degree unless approved by the program director.

Graduation Requirements

- Credit hour requirements are determined within the option. A minimum of 24 credit hours at the 6000-level and a minimum of 33 total credit hours are required in the program. Students must complete all requirements in one of the options.
- Grades of B- or better in all courses counting toward the degree.

- Students with a BS degree must show foreign language competency either by completing six hours of a foreign language class with a grade of C (or better) or by passing a prescribed foreign language reading test.
- Students not completing a thesis will be required to submit a portfolio of their work to the program for assessment purposes.

Time for Degree Completion

- MENG students must receive approval from the program director to register for more than nine (9) credit hours in a semester.
- MENG students have a maximum of six calendar years to complete their degree requirements, starting from the first semester during which the student has registered for and begun taking classes. Students who exceed this time limit may submit a letter of appeal to the program director to request an extension.
- Students who fail to enroll in program classes for three consecutive semesters (not including summers) must apply for readmission to the program.
- In order to ensure timely progress through the program, students are encouraged to consult with an advisor at least once a year.

Course Requirements for Master of Arts in English

All MENG students will be required to complete the Core Requirements as part of their degree. In addition to the Core, a student needs to complete one of the options.

CORE REQUIREMENTS

Core Research Methods

MENG 6010 - Introduction to Graduate Studies **Credits: (3)**

Required in first or second semester.

One course in three of the following four areas (3 courses).

Core Literature

MENG 6030 - Studies in Literary Theory and Criticism **Credits: (3) ***

MENG 6610 - Advanced Studies in Genre **Credits: (2-3) ***

MENG 6710 - Variable Topics **Credits: (2-3) ***

Core Seminars

MENG 6510 - Seminar in Eminent Writers: **Credits: (2-3) ***

MENG 6520 - Seminar in Shakespeare **Credits: (3)**

Core Language

MENG 6310 - Language and Linguistics for Teachers **Credits: (3)**

MENG 6320 - World Languages **Credits: (3)**

MENG 6330 - Literary and Rhetorical Stylistics **Credits: (3)**

MENG 6410 - Strategies and Methodology of Teaching ESL/Bilingual **Credits: (3)**

[MENG 6420 - English Phonology and Syntax for ESL/Bilingual Teachers](#) **Credits: (3)**
[MENG 6450 - ESL/Bilingual Assessment: Theory, Methods, and Practices](#) **Credits: (3)**
Core Teaching

Permission of instructor required to register for Core Teaching classes.

[MENG 6110 - Writing for Teachers](#) **Credits: (3)**

[MENG 6120 - Teaching Traditional and Contemporary Young Adult Literature](#) **Credits: (4)**

[MENG 6230 - Wasatch Range Writing Project Summer Institute](#) **Credits: (1-6)**

[MENG 6280 - TESOL Practicum](#) **Credits: (3)**

[MENG 6400 - Multicultural Perspectives on Literature for Young People](#) **Credits: (3)**

[MENG 6821 - Teaching Developmental Reading and Writing](#) **Credits: (2)**

[MENG 6822 - Teaching College Writing](#) **Credits: (2)**

[MENG 6823 - Teaching Practicum](#) **Credits: (1)**

*May be repeated for elective credit with different content.

Electives

Elective courses may be taken to fulfill the minimum 33 credit hours required to graduate. All program courses not taken as a required course may be taken as electives. No more than three hours of directed readings credit ([MENG 6830](#)) may apply toward the Master of Arts in English degree unless approved by the program director. The following two courses may be taken only by students who are teaching writing for WSU for the first time: [MENG 6821](#) and [MENG 6823](#).

LITERATURE OPTION (33 Credits)

All MENG students will be required to complete the Core Requirements as part of their degree.

Seminars in Literature

Three courses from at least two of the following repeatable seminars (9 credit hours):

[MENG 6240 - Seminar in American Literature](#) **Credits: (3)**

[MENG 6250 - Seminar in British Literature](#) **Credits: (3)**

[MENG 6260 - Seminar in World Literature](#) **Credits: (3)**

Electives

Elective courses may be taken to fulfill the minimum 33 credit hours required to graduate.

SECONDARY LICENSURE OPTION (51 Credits)

All MENG students will be required to complete the Core Requirements as part of their degree.

Literature

One of the following courses (may be used to also fulfill the Core Literature).

MENG 6030 - Studies in Literary Theory and Criticism Credits: (3)

MENG 6610 - Advanced Studies in Genre Credits: (2-3)

MENG 6710 - Variable Topics Credits: (2-3)

Seminar

One of the following courses (may be used to also fulfill the Core Seminars).

MENG 6510 - Seminar in Eminent Writers Credits: (2-3)

MENG 6520 - Seminar in Shakespeare Credits: (3) * Strongly recommended

Linguistics

One of the following courses (may be used to also fulfill the Core Language).

MENG 6310 - Language and Linguistics for Teachers Credits: (3)

MENG 6410 - Strategies and Methodology of Teaching ESL/Bilingual Credits: (3)

Writing

One of the following courses (3 credit hour minimum; may be used to also fulfill the Core Teaching).

MENG 6110 - Writing for Teachers Credits: (3)

MENG 6230 - Wasatch Range Writing Project Summer Institute Credits: (1-6)

Seminars in Literature

One course in two of the three following seminars (6 credit hours).

MENG 6240 - Seminar in American Literature Credits: (3)

MENG 6250 - Seminar in British Literature Credits: (3)

MENG 6260 - Seminar in World Literature Credits: (3)

Electives

Elective courses may be taken to fulfill the minimum 33 credit hours required to graduate if the secondary licensure is not pursued.

Secondary Licensure Teaching

MED 6050 must be taken prior to MENG 5210/MENG 6120; MENG 5210 and MENG 6120 must be taken concurrently. It is strongly recommended that MENG 6110 or MENG 6230 be taken prior to MENG 5210/MENG 6120.

MENG 5210 - Practicum in Teaching English Credits: (2)

MENG 6120 - Teaching Traditional and Contemp Young Adult Literature Credits: (4)

Note:

Students seeking to fulfill the secondary licensure requirements through the Utah State Office of Education must also apply and be accepted into the Master of Education (MEd) Secondary Licensure Track. For all requirements related to pursuing a secondary licensure, please refer to the Master of Education Secondary Licensure Track in this catalog and contact the MEd Program offices. A minimum of 18 credit hours will be required from MEd for licensure with additional credit in student teaching also required. Credit taken in the MEd Program will meet elective requirements for the 33 credit hour minimum in MENG.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES OPTION (TESOL) (33 Credits)

Note: The TESOL Option is planned but is currently unavailable.

All MENG students will be required to complete the Core Requirements as part of their degree.

TESOL Foundations

All of the following:

MED 6250 - Second Language Acquisition: Theories and Implementation **Credits: (3)**

MED 6270 - Literacy Strategies for Teaching English Language Learners **Credits: (3)**

MENG 6005 - Intercultural Classroom Discourse **Credits: (3)**

MENG 6280 - TESOL Practicum **Credits: (3)**

MENG 6410 - Strategies and Methodology of Teaching ESL/Bilingual **Credits: (3)**

MENG 6420 - English Phonology and Syntax for ESL/Bilingual Teachers **Credits: (3)**

MENG 6450 - ESL/Bilingual Assessment: Theory, Methods, and Practices **Credits: (3)**

One of the following:

MENG 6310 - Language and Linguistics for Teachers **Credits: (3)**

MENG 6320 - World Languages **Credits: (3)**

MENG 6330 - Literary and Rhetorical Stylistics **Credits: (3)**

Electives

Elective courses may be taken to fulfill the minimum 33 credit hours required to graduate.

Appendix J outlines the Core and Option requirements in an easy to read format.

- ii. List the program level learning outcomes

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.

iii. Include a list of course titles and numbers (combine ii and iii in a curriculum-grid like chart, example below)

Core Courses in Department/Program	Department/Program Learning Outcomes					
	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
	Gather, analyze, communicate effectively	Cultivated skills in careful reading, critical thinking, etc.	Theoretical approaches	Scholarly criticism	Key primary texts	Conventions and protocols
MENG 6010 Intro to Grad Studies	X	X	X	X	X	X
MENG 6030 Theory/Criticism	X	X	X	X	X	X
MENG 6110 Writing for Teachers	X	X	X		X	X
MENG 6210 Teaching Lit in 2 nd	X	X	X		X	X
MENG 6230 WRWP	X	X			X	X
MENG 6231 WRWP Advanced	X	X			X	X
MENG 6240 Seminar American Lit	X	X	X	X	X	X
MENG 6250 Seminar British Lit	X	X	X	X	X	X
MENG 6260 Seminar in World Lit	X	X	X	X	X	X
MENG 6280 TESOL Practicum	Not offered	-	-	-	-	-
MENG 6310 Language/Ling Teach	Not offered	-	-	-	-	-
MENG 6320 World Languages	X			X		X
MENG 6330 Lit/Rhet Stylistics	X	X	X	X		X
MENG 6400 Multicult Persp YA Lit	Not offered	-	-	-	-	-
MENG 6410 Strategies/ ESL	X	X			X	X
MENG 6420 Phono & Syntax ESL	X	X			X	X
MENG 6450 ESL Assessment	X	X			X	X
MENG 6510 Eminent Writers	X	X	X	X	X	X
MENG 6520 Shakespeare	X	X			X	X
MENG 6610 Genre	X	X	X	X	X	X
MENG 6710 Variable Topics	X	X	X	X	X	X
MENG 6821 Teach Dev Read/Write	Not offered	-	-	-	-	-
MENG 6822 Teach College Writing	X	X		X		
MENG 6823 Teaching Practicum	X	X				
MENG 6830 Directed Readings	X	X	X	X	X	X
MENG 6920 Course/Workshops	X	X	X	X	X	X
MENG 6940 Masters Project	X	X	X	X	X	X
MENG 6960 Thesis	X	X	X	X	X	X

Appendix F lists classes for the last five semesters with the term, title and specific outcomes. The nature of the MENG curriculum does not lend itself to scaling across classes. In other words, because MENG does not have a fixed progression of courses, it would not be useful to identify Introduction, Application, or Mastery of concepts.

- iv. Web address for WSU catalog page AND any program webpages which provide a description of the program’s curriculum, degree requirements, and course descriptions.

http://catalog.weber.edu/preview_program.php?catoid=2&poid=538&returnto=623

<http://www.weber.edu/maenglish>

b. Evidence of ongoing demand for the program

Please provide data on the last five academic years on admissions, enrollments, and degrees awarded:

In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness. Contact that office at 801-626- 8586 for assistance.

NOTE: the IR data above is collected in a manner which may not match departmental data on enrollment.

i.

Because MENG is a small program, the administrative assistant and program director generally spend more than an hour talking with prospective students. Only qualified applicants who are a good fit with the program are encouraged to apply. This pre-screening process is not formally tracked, but we estimate that 10% of students in the pre-screening process decide not to apply. Expectations about time commitments are clearly communicated to all prospective students.

We currently have three students who received their bachelor’s degree from outside the United States who are classified as residents. These students were required to provide evaluated transcripts and TOEFL/IELTS scores. A fourth graduated Spring 2014.

We currently have one international student from Saudi Arabia, and an application for Spring 2015 from a student in Ghana.

We use conditional-admission to allow students with non-English undergraduate degrees and students with GPA below 3.25 to take one 5000-level class before full matriculation.

Academic Year	New applications	Admitted Applicants	Applicants Enrolled	Number of Graduates (Sum, Fall, Spr) [IR]
2013-14	32	32	32	31
2012-13	42	38	38	17
2011-12	43	43	43	21
2010-11	47	47	47	21
2009-10	31	31	31	12

ii. Enrollment History:

Academic Year	Number of Majors	Academic Year	Faculty/Student ratios across program curr.
2013-14	75	2013-14	9.84
2012-13	74	2012-13	10.4
2011-12	73	2011-12	9.13
2010-11	75	2010-11	9.63
2009-10	68	2009-10	9.78

of majors provided by IR.

Faculty/Student ratio was calculated using 6000-level courses that:

- were not dual designation (6410, 6420, 6450, study abroad);
- not 6230 WRWP or similar classes (e.g., 6710 Weber Reads Summer 13) as most of these students are not declared in MENG;
- and not individualized instruction (directed readings, thesis, projects and a few classes that only had 1 student enrolled).

iii. Number of 3 Credit Hour graduate courses offered for the past five years:
(Exclusions as listed above)

Academic Year	Summer	Fall	Spring
2013-14	3	7	6
2012-13	5	7	5
2011-12	6	7	5
2010-11	5	5	7
2009-10	3	7	4

iv. Mean 3 cr. Hr. course enrollment per semester:

Academic Year	Summer	Fall	Spring
2013-14	10.67	10.43	8
2012-13	10.6	10.3	12
2011-12	8.2	9.4	10.6
2010-11	6.6	12.4	11.6
2009-10	7.67	9	12

Number of 2 credit hour graduate courses at the 6000-level

Academic Year	Summer	Fall	Spring
2013-14	0	0	2
2012-13	0	0	2
2011-12	0	2	3
2010-11	1	2	2
2009-10	1	1	2

Mean 2 credit hour course enrollment per semester:

Academic Year	Summer	Fall	Spring
2013-14	0	0	11.5
2012-13	0	0	7.5
2011-12	0	9	8
2010-11	9	7	6.5
2009-10	7	7	14

Note about enrollment: MENG offers dual designation classes each semester. Most of these classes are numbered at the 5000-level and are taught in conjunction with 3000- and 4000-level undergraduate classes. These dual designation classes are capped at 5 graduate students.

Between 2009-10 and 2013-14, 646 dual designation classes have been offered; 135 of these courses had at least one graduate student register.

Enrollment	# of courses
1	62
2	46
3	12
4	10
5	5

MENG 6410, Strategies and Methods of Teaching ESL, MENG 6420, Phonology & Syntax for ESL, and MENG 6450, ESL/Bilingual Assessment are also dual designation courses. Master of Education students are the primary audience for these classes as they are part of the ESL Endorsement for teachers in the public schools. They were not included in this calculation.

v. Average time to degree completion (semesters): 6.7

# of graduates	90
# of active	51
# of inactive	10
# of Withdrawn	6
Total	157

Average GPA of graduates for last 5 yrs 3.817

Average time to completion (semesters) 6.704082

vi. List any standardized test scores which are required for admission to the program (GRE, GMAT, etc.):

Prior to 2013-14 applicants were required to take the GRE or MAT as part of the admission process. A PRAXIS score within the last two years was also accepted.

The MENG Admissions Committee rarely considered the standardized test score in evaluating applicants. After discussion, the committee agreed to remove the standardized score as part of the application process for the 2014-15 and 2015-16 admission cycles. Rubrics for the interview and application materials review were established to strengthen the admission review process. Committee members give close scrutiny to the writing sample, letter of intent, and resume as indicators of interest and fit with the program. Please see Appendix I.

This process will be re-evaluated in 2016-17.

Are these scores waived under certain circumstances? Students with advanced degrees such as an MBA, J.D., MED, or M.A. in another discipline were not required to provide a standardized test score.

vii. List all forms of English language competency tests or coursework (and minimum scores) required of international applicants:

MENG follows the guidelines established for international students in the PPM 11:

International Student Admission

International applicants must satisfy all program requirements that apply to U.S. citizens in addition to the following:

1. Provide a professional transcript evaluation of course work completed outside the United States. See the International Student Services webpage for a list of accepted foreign credential evaluation services.
2. Provide evidence of English language proficiency. WSU graduate programs may require a minimum TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) score, or successful completion of English as a Second Language courses at a level specified by the graduate program. Contact the graduate program for English language competency requirements.
3. Complete the Graduate Financial Guarantee Form. Every international student must complete a confidential financial statement that shows he/she has sufficient funds to comply with the United States Immigration and Naturalization Service regulations. This form must be submitted before a student can receive the I-20 or IAP-66 form that enables application for a student visa for entry into the U. S.
4. Submit the Weber State University International Student Application.

For additional information on international student admission requirements, see www.weber.edu/SIS.

Additional program policy is listed on the MENG website and pasted below:

International Applicants

International applicants will need to complete additional paperwork in order to comply with university and United States INS regulations. For more information, please contact the International Student Services Office at 801-626-6853, or go to <http://weber.edu/sis>.

International applicants must be able to comprehend and speak English fluently, as well as read and write English competently. This may consist of one of the following:

- [Test of English as a Foreign Language \(TOEFL\)](#) - applicants may have an official score report sent to the MENG Office which is not more than two years old and on which a minimum score of 550 (paper-based); 213 (computer-based), or 79-80 (internet-based) has been earned.
- [International English Language Testing System \(IELTS\)](#) - applicants may have an official score report sent to the MENG Office which is not more than two years old and on which a minimum score of 6.5 has been earned.

- Completion of a program for learning English as a second language at a regionally-accredited, U.S. institution of higher learning, such as English as a Second Language (ESL), or the [Learning English for Academic Purposes \(LEAP\)](#) program at Weber State University.

International Transcripts

- If you would like to receive credit for your college work from any colleges or universities that you have attended outside of the United States, you will need to have your course work evaluated by a Foreign Credentials Evaluation company. For a list of approved companies go to the following website: <http://www.naces.org/members.htm>.
- Evaluations need to be done course-by-course.

- viii. Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree for the recent past and over the next few years.

We are investigating demand for the TESOL option; one Director at a Utah university estimates that we could easily have 20 students in this program, if we had the appropriate faculty to support these classes.

We are also working on a Creative Writing option. A 2012-2103 survey of MENG students indicated interest in Creative Writing courses. Yet we offered a class during Spring 2014 and another Fall 2014 that we had to cancel due to low enrollment. A survey will be administered to students in September 2014 to gauge interest.

We expect enrollment to remain relatively stable. There was an initial surge when the program started in 2006; since then the number of majors has remained relatively stable. We actively recruit students at Utah State University, Weber State University, University of Utah/Westminster College, Utah Valley University, Brigham Young University, Southern Utah University, and Brigham Young University-Idaho. We find that our students generally are located within a 60-mile radius of Ogden.

There are rumors that the local school districts may lessen or remove the base-pay increases that are earned upon completion of a Master of English degree. If this occurs, we may see enrollment of secondary teachers decrease. We are currently investigating a partnership with Weber School District to find ways to fund partial tuition-waivers for teachers.

c. Student profile

- i. Please provide information on the entering class for each of the past 5 years: **The information in the chart below is estimated; this report is new and we have never been asked to track this data.**

Entering Class	Ave.GRE/ GMAT/ MAT	Average GPA (undergrad)	Ave. Age (years)	Average Post- Undergrad. Work Experience (months)
2013-14	420	3.25	27-30	NA
2012-13	420	3.25	27-30	NA
2011-12	420	3.25	27-30	NA
2010-11	420	3.25	27-30	NA
2009-10	420	3.25	27-30	NA

- ii. Top five undergraduate majors represented in your program:

1. English (85%)
 - English Literature
 - English Teaching
 - English/Creative Writing
 - English/Professional & Technical Writing
 - BIS with English emphasis

2. Social Sciences/History (13%)

- iii. Top five employers of your students pre- and/or post-graduation:

MENG students work in dozens of different fields for different employers. We recognize that many of our students are teachers employed by Weber, Morgan, Ogden, Davis and Box Elder school districts. (See Appendix G)

- iv. List the most common career fields represented among your students:

The most common career field for our students is in the public schools. Please see Appendix G for data gathered by Weber State in the 2013-14 Spring Graduate Survey. It was administered to all students graduating from WSU, but MENG requested and received data related only to MENG students. It includes data about demographics, plans after graduation, employment, and work experience.

- v. Does your program provide career placement services: Describe:
No, but we do provide extensive help for students applying to Ph.D. programs.
- vi. List any recent awards, honors or recognition received by your students.

Eleven of our students enrolled between 2009-2014 have been accepted into Ph.D. programs. (The previous program director, now retired, knew of other acceptances but could not remember names or schools). We have four that are currently applying to Ph.D. or MFA programs.

Our students have attended nearly 50 conferences between 2009 - 2014. They include the Asian Shakespeare Conference in Taipei, Taiwan, National and Regional Pop Culture conferences, Children's and Young Adult Literature conferences, and RMMLA conferences. A complete list can be found in Appendix H.

Student Learning Outcomes and Assessment

Measureable Learning Outcomes

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

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

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

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

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

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

LO 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.

Evidence of Learning: Courses within the Major

April 2014 Assessment Grid for All MENG Classes, Taken at all Stages of Program, Semester One to Final Semester

Evidence of Learning: Random Sample of All Courses within the Master of Arts in English Program					
Measurable Learning Outcome Students will...	Method of Measurement Direct Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Demonstrate an ability to gather, analyze, and communicate information effectively.	Measure 1: Portfolio Students graduating during Spring and Summer 2014 were asked to submit their three best papers.	Measure 1: 70% of students will score "strong"	Measure 1: 13/16 Strong 83% 3/16 Adequate 17%	Measure 1: Our action plan from 2012, when only 56% scored "Strong," seems to have made the difference.	Measure 1: No action at this time.
Learning Outcome 2: Demonstrate in your texts that you have cultivated skills in careful reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.	Measure 1: Portfolio	Measure 1: 70% of students will score "strong"	Measure 1: 13/16 Strong 83% 3/16 Adequate 17%	Measure 1: Met threshold; increased from 70% in 2012 to 83% in 2014.	Measure 1: No action at this time.

Evidence of Learning: Random Sample of All Courses within the Master of Arts in English Program					
Measurable Learning Outcome Students will...	Method of Measurement Direct Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 3: Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.	Measure 1: Portfolio	Measure 1: 70% of students will score "strong"	Measure 1: 6/9 Strong 67% 3/9 Adequate 33% (3 N/A, due to being cross genre papers or "Action Research" papers from Teacher Education Track students).	Measure 1: Increased from 55% in 2012 to 67% in 2014. Need to do norming with the evaluation committee to be sure we all understand the definition of this outcome. Need to consider having different Learning Outcomes for Teacher Education Classes.	Measure 1: Better norming should result in more papers having a "Strong" rating in the future. Will take up issue of different Learning Outcomes for Teacher Education classes with MENG Steering Committee in 2014-15.
Learning Outcome 4: Demonstrate knowledge of and interaction with foundational and current scholarly criticism.	Measure 1: Portfolio	Measure 1: 70% of students will score "strong"	Measure 1: 7/13 Strong 54% 6/13 Adequate 46% (3 N/A, due to being cross genre papers or "Action Research" papers from Teacher Education Track students)	Measure 1: We improved by 4% from 2012, but more work needs to be done. We need to explicitly state the importance of this outcome to students and especially faculty.	Measure 1: Professors should spend more time helping students integrate quotations into their writing & should help students understand how to connect quotations to foundational texts / points.

Evidence of Learning: Random Sample of All Courses within the Master of Arts in English Program					
Measurable Learning Outcome Students will...	Method of Measurement Direct Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 5 : Acknowledge and articulate the significance of key primary texts in one specific literary genre, period, culture or style.	Measure 1: Portfolio	Measure 1: 70% of students will score "strong"	Measure 1: 11/14 Strong 79% 3/14 Adequate 21% (2 N/A, due to being cross genre papers or "Action Research" papers from Teacher Education Track students)	Measure 1: Improved from 66% in 2012 to 79% in 2014. Will be sure to do norming with committee prior to assessment so all share similar understanding of this outcome.	Measure 1: Continue to remind MENG faculty of MENG learning outcomes; much has been accomplished by requiring LOs to be included on all MENG syllabi and to be tied to all assignments.
Learning Outcome 6 : Demonstrate an ability to employ academic conventions and protocols for written or multimodal presentations...	Measure 1: Portfolio	Measure 1: 70% of students will score "strong"	Measure 1: 13/14 Strong 87% 2/14 Adequate 13% (1 N/A, due to an "Action Research" papers from Teacher Education Track student)	Measure 1: Improved from 65% in 2012 to 87% in 2014.	Measure 1: Despite this, continue to communicate expectations with MENG faculty and emphasize the importance of the technical aspects of writing, such as sentence-level editing.

April 2014 Assessment Grid for MENG 6010, Introduction to Graduate Studies, First or Second Semester in Program

Evidence of Learning: Courses within the Master of Arts in English Program: MENG 6010, Introduction to Graduate Studies					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct Measures				
Learning Outcome 1: Demonstrate an ability to gather, analyze, and communicate information effectively.	Measure 1: All students taking MENG 6010, Introduction to Graduate Studies had to submit their final paper.	Measure 1: 70% of students will score "strong"	Measure 1: 13/14 Strong 93% 1/14 Adequate 7% (1 N/A, due to being an "Action Research" paper from a Teacher Education Track student)	Measure 1: Our action plan from 2012, when only 56% scored "Strong," seems to have made the difference.	Measure 1: No action at this time, though we need to devise a plan to deal with the "Action Research" papers because they skew the sample. Perhaps prohibit them from 6010.
Learning Outcome 2: Demonstrate in your texts that you have cultivated skills in careful reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.	Measure 1: MENG 6010 Final Paper	Measure 1: 70% of students will score "strong"	Measure 1: 12/15 Strong 80% 3/15 Adequate 20%	Measure 1: Met threshold.	Measure 1: No action at this time.

Evidence of Learning: Courses within the Master of Arts in English Program: MENG 6010, Introduction to Graduate Studies					
Measurable Learning Outcome Students will...	Method of Measurement Direct Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 3: Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.	Measure 1: MENG 6010 Final Paper	Measure 1: 70% of students will score "strong"	Measure 1: 9/14 Strong 64% 5/14 Adequate 36% (1 N/A, due to being an "Action Research" paper from a Teacher Education Track student)	Measure 1: Need to do norming with the evaluation committee to be sure we all understand the definition of this outcome.	Measure 1: We improved by 9% from 2012. But better norming should result in more papers having a "Strong" rating in the future.
Learning Outcome 4: Demonstrate knowledge of and interaction with foundational and current scholarly criticism.	Measure 1: MENG 6010 Final Paper	Measure 1: 70% of students will score "strong"	Measure 1: 9/13 Strong 69% 4/13 Adequate 31% (2 N/A, due to being an "Action Research" paper from a Teacher Education Track student and another being a cross genre paper)	Measure 1: Our action plan from 2012, when only 50% of students scored "Strong" has led to improvement.	Measure 1: 6010 should spend more time helping students integrate quotations into their writing & should help students understand how to connect quotations to foundational texts / points.

Evidence of Learning: Courses within the Master of Arts in English Program: MENG 6010, Introduction to Graduate Studies					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct Measures				
Learning Outcome 5 : Acknowledge and articulate the significance of key primary texts in one specific literary genre, period, culture or style.	Measure 1: MENG 6010 Final Paper	Measure 1: 70% of students will score “strong”	Measure 1: 10/14 Strong 71% 4/14 Adequate 29%	Measure 1: Need to do better norming with committee prior to assessment so all share similar understanding of this outcome.	Measure 1: Continue to remind MENG faculty of MENG learning outcomes; much has been accomplished by requiring LOs to be included on all MENG syllabi and to be tied to all assignments.
Learning Outcome 6 : Demonstrate an ability to employ academic conventions and protocols for written or multimodal presentations...	Measure 1: MENG 6010 Final Paper	Measure 1: 70% of students will score “strong”	Measure 1: 10/14 Strong 71% 4/14 Adequate 29%	Measure 1: Meeting expectations but could do better.	Measure 1: Communicate expectations with MENG faculty and emphasize the importance of the technical aspects of writing, such as sentence-level editing.

MENG Assessment April 2014, for 2013-14 Academic Year

This was the third year we have done assessment based on the MENG Learning Outcomes and the artifacts provided by students. We have made progress toward many goals stated in the previous assessment summaries. One difference from the previous two years is that this is the first year we reviewed artifacts from MENG Student Portfolios, as this was the first year we had students graduating who were required to submit three artifacts to their portfolio. (All artifacts are stored online on WSU Canvas).

As indicated in the two tables found in this report (See pages 19-24: “**April 2014 Assessment Grid For All MENG Classes, Taken at all Stages of Program, Semester One to Final Semester**” and “**April 2014 Assessment Grid for MENG 6010, Introduction to Graduate Studies, First or Second Semester in Program**”) we have made progress in a number of areas, but could still improve further, particularly in the areas of norming artifacts prior to the assessment done with the MENG Steering Committee Assessment Group. After rating the artifacts, further discussion revealed that there were different understandings of how Learning Outcome 3 and Learning Outcome 5 could manifest themselves in student papers. Next year the Committee will engage in norming to be sure we all share a similar understanding of how these outcomes appear in artifacts.

We need to improve on helping students integrate quotations into their papers and connecting these quotations to foundational texts/significance of foundational texts (Learning Outcome 4); perhaps the most important way to do this is to communicate to faculty that we are lagging in this measure and that more emphasis needs to be made in this area in and out of the classroom.

Assessment also revealed that the Teacher Education/Secondary Licensure classes need their own learning outcomes, as the sample was somewhat skewed by the inclusion of papers from these classes, which do not always include all MENG Learning Outcomes, which are more geared toward the literature classes. We'll take up this issue with the MENG Steering Committee in 2014-15.

The other two main areas for improvement in 2014-15 will be:

1. To communicate, again, the learning outcomes to the professors teaching in the MENG program so that we can continue to improve the percentage of students scoring “Strong” on their papers (artifacts);
2. To roll out a process similar to the one used for 6000-level classes for our 5000-level offerings. This would consist of requiring learning outcomes on all 5000-level syllabi, tying the outcomes to specific assignments in each syllabus, having the syllabi reviewed by the MENG Steering Committee, collecting artifacts from the 5000-level classes, and doing an end-of-year assessment of these in April 2015. There will be some resistance to the perceived intrusion on syllabi, but we are hopeful that professors see the value the process has brought to 6000-level classes.

MENG Assessment April 2013, for 2012-13 Academic Year

The portfolio requirement will not be enforceable until the 2013-2014 students are ready to graduate. As such, Genevieve Bates contacted all of the graduating students and requested that they submit their best paper for evaluation. The artifact sampling is biased as many of the students did not submit any artifacts. The Steering Committee met to review 11 artifacts submitted by graduating students. One artifact was a work of poetry and it was decided that it would be excluded from evaluation. Each artifact was reviewed by two faculty members. From this review, 75% of the artifacts were scored as “strong.”

Interpretation of findings: of the artifacts submitted, the students met the threshold of 70% of “strong.” It is the expectation of the committee that all artifacts meet the adequate threshold and 70% exceed the strong threshold. As the portfolio becomes a graduation requirement, faculty and students will be required to identify the learning outcomes for which the paper should be evaluated. This has been an issue for 2011-2012 and 2012-2013 assessment. The committee felt the rubric worked well and even with the sampling issues, this was a useful exercise.

The committee discussed whether Learning Outcome 4: Demonstrate knowledge of and interaction with foundational and current scholarly criticism should remain in the rubric. As the assessment only required that one of the artifacts demonstrate these skills, the committee agreed that it should remain in the rubric. In response to student requests, MENG 6030, Critical Approaches, was added to the Fall 2013 schedule.

MENG 6010, Introduction to Graduate Studies from Fall 2012 was also evaluated using the rubric. From this assessment, 75% of the artifacts met the strong threshold. This class has been re-tooled by Dr. Crimmel. It now has a more rigorous criticism component. The portfolio component of program assessment was introduced to all students in MENG 6010 Fall 2012 and Spring 2013.

The Steering Committee began requiring that all 6000-level syllabi be submitted and reviewed the semester before class was taught. The learning outcomes will now be required in all MENG classes.

Action Plan: Starting Fall 2013, the instructors of the 5000-level courses will also be required to submit syllabi that follow the “Syllabus Checklist” which includes the learning outcomes. All assignments in the syllabi will have to be directly linked to a learning outcome.

Using the above summaries of assessment and the 2013-2014 grid data, MENG has been improving efforts to adequately assess classes and the program as a whole.

MENG Assessment April 2012, for 2011-12 Academic Year

Student assessment for the Master of Arts in English (MENG) program was defined *in A Proposal to The Utah State Board of Regents* dated February 2006:

Besides traditional methods of assessing student performance in individual classes, each student will build a portfolio of writing which grows out of designated classes. This writing will cross individual class boundaries for a broader focus provided by clusters of interrelated classes. Each student will complete at least three of these inter-class writing assignments which will be evaluated as part of the ongoing student advisement for the program. This portfolio will also serve as part of the final assessment of student performance at the end of the program.

Faculty and staff experienced difficulties in administering assessment in this manner. The program was revised in the 2009-2010 catalog. Requirements dropped from 35 to 33 credit hours and the assessment wording was dropped. Program assessment was not present until Spring 2012.

In August 2011 at the WSU Opening Meeting, all departments were notified that they must have program assessment reports for the Northwest Accreditation site visit in 2014. Starting September 2011 the MENG Steering Committee began meeting regularly. Members of the Steering Committee were assigned a peer institution to research. The committee reviewed this research and discussed their findings. After intensive discussion and revision a rubric for program assessment was designed. In order to pilot the rubric, all students graduating from the MENG program during Spring and Summer 2012 were asked to voluntarily submit three artifacts to be used for assessment. (Language was added to the 2012-2013 catalog, “Students not completing a thesis will be required to submit a portfolio of their work to the program for assessment purposes.”)

Twenty two (22) items were submitted by these students. All identifying information was removed from the artifacts. In April 2012 the MENG Steering Committee members gathered and evaluated the artifacts using the rubric. Faculty members were asked to choose papers that had not been submitted to them during class.

Overall, the committee felt that the rubric was a good start. The initial sample was not a reliable indicator of progress toward the learning outcomes. Some students refused to submit artifacts for review. None of the students were aware of the criteria being used to evaluate their papers. These sampling issues were recognized by the committee, but they felt that the pilot allowed them to discuss and refine outcomes.

The action plan includes educating all faculty teaching MENG courses about the rubric starting Fall 2012 with training as needed. The rubric will also be posted on the MENG website for faculty and students to review. The faculty teaching MENG 6010, Bibliography and Research Methods will explain the rubric and portfolio process to students. (MENG 6010 is the only class required of all students.)

MENG staff will work with WSU Online Support-Canvas to develop a procedure allowing students to submit artifacts directly to Canvas. Instructions will be developed for faculty participating in the final review and norming will be used. Faculty will read and critique artifacts in Canvas and analysis will be stored in Canvas.

D. Academic Advising

Advising Strategy and Process

Academic advising begins upon acceptance to the program. Students are given a copy of the catalog requirements and a list of the requirements. They are also given instructions about accessing Cat Tracks, the online advising system. If a student has a specific question, they schedule an appointment (face-to-face or virtual) to meet with the program director or administrative assistant.

With the improvements in scheduling, students can now map out their progress toward graduation. The administrative assistant spends a significant amount of time just before registration opens assisting students if adjustments need to be made.

Student grades are reviewed at the end of each semester and students are placed on probation when appropriate, typically when their GPA drops below 3.0. Students are required to meet with the program director to discuss progress when placed on probation. All students are encouraged to meet with the program director if they have questions or would like to discuss their academic and/or career plan.

Effectiveness of Advising

Most students contact the program for face-to-face advising. The administrative assistant reviews student progress with an eye toward classes necessary for graduation; she also meets individually with students. Face-to-face advising helps build and maintain relationships with students. It also allows us to capture anecdotal and qualitative feedback on a variety of topics, information that typically can't be gleaned from course evaluations. These topics might include class-scheduling, quality of other graduate students, professor teaching styles, and so forth.

During summer semesters, the administrative assistant contacts students who may be approaching graduation to explain their remaining requirements and the graduation application process.

All active students are emailed at the beginning of fall and spring semester with a prompt to contact the office if they anticipate graduating in the following semester. This allows a quick review of their progress and time to make adjusts if necessary.

The effectiveness of advising has not been formally assessed. The faculty are not aware of any complaints regarding academic advising of the graduate students. If students take a leave of absence, they are evaluated on a case-by-case basis.

Past Changes and Future Recommendations

Cat Tracks, the online advising system used by Weber State, is not student-friendly. It lists all three options in the program on the same screen and it is hard for students to understand the remaining requirements. Past and current program directors have talked with administration about ways to improve the interface for students. Some changes have been made, but it is still difficult to interpret Cat Tracks. We are hopeful future updates will resolve some of the issues.

E. Faculty and Teaching

- a. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):

All English department faculty with a Ph.D. (or MFA) are eligible to teach in the MENG program. Occasionally professors from Foreign Languages, Education, or LEAP (Learning English for Academic Purposes) will teach in MENG. In summer 2014 we had a faculty member from History teach a class on science fiction; this professor holds a Ph.D. and has published several science fiction novels.

- b. Faculty Demographic Information – list all faculty who teach in the program:

Name	Home Dept.	Title/Qual.	Type (tenured, tenure track, contract or adjunct)	Gender	Ethnicity
Dr. Isabel Asensio	Foreign Language	Assoc. Prof.	Tenure track	F	H
Dr. Craig Bergeson	Foreign Language	Professor	Tenured	M	C
Dr. Russell Burrows	English	Professor	Tenured	M	C
Dr. Shannon Butler	English	Professor	Tenured	F	C
Dr. David Byrd	Education	Assist. Prof.	Tenure track	M	C
Dr. Tim Conrad	English	Assoc. Prof.	Tenure track	M	C
Dr. Hal Crimmel	English	Professor	Tenured	M	C
Dr. Gary Dohrer	English	Professor	Tenured	M	C
Dr. Judy Elsley	English	Professor	Tenured	F	C
Dr. Becky Gesteland	English	Professor	Tenured	F	C
Dr. Sian Griffiths	English	Assist. Prof.	Tenure Track	F	C
Dr. Gavin Harper	English	Shakespeare	Adjunct	M	C
Dr. Kathleen Herndon	English	Professor	Tenured	F	C
Dr. Janine Joseph	English	Assist. Prof.	Tenure track	F	P
Dr. Mark LeTourneau	English	Professor	Tenured	M	C
Dr. Susan McKay	English	Professor	Tenured	F	C
Dr. Madonne Miner	English	Dean, A&H	Dean, A&H	F	C
Dr. Jennifer Mitchell	English	Assist. Prof.	Contract (visiting)	F	C
Dr. Karen Moloney	English	Professor	Tenured	F	C

Maria Mortensen	LEAP	MA in ESL	Adjunct	F	H
Dr. Victoria Ramirez	English	Professor	Tenured	F	C
Dr. Scott Rogers	English	Assoc. Prof.	Tenure track	M	C
Dr. John Schwiebert	English	Professor	Tenured	M	C
Dr. Samantha Seal	English	Assist. Prof.	Tenure Track	F	C
Debi Sheridan	LEAP	ABD	Adjunct	F	C
Dr. Sally Shigley	English	Professor	Tenured	F	C
Dr. Mali Subbiah	English	Professor	Tenured	M	A
Dr. Mikel Vause	English	Prof	Tenure	M	C
Dr. Michael Wutz	English	Prof	Tenure	M	C
Dr. Jim Young	English	Prof	Tenure	M	C

c. Faculty compensation:

- i. Overload per course: Not Applicable. Professors teaching in the MENG Program are not permitted to teach overload at the undergraduate or graduate levels during fall and spring semesters. Is this adjusted for enrollment? Not Applicable.
Explain: Fall and Spring semesters, all MENG courses are part of faculty teaching load. Faculty earn:
\$1500.00 stipend for developing and teaching a new class;
\$1000.00 stipend for teaching a class more than once.

Summer semesters, instructors receive \$900.00 per credit hour, plus either the \$1500 or \$1000 stipend.

Faculty also receive \$300.00 for each dual designation class with graduate enrollment.

- ii. Departmental cost per course (if any) associated with in-load teaching (e.g., supplemental pay, replacement adjunct hires, etc.):
The cost per 6000-level course is based on hiring an adjunct to replace a full-time faculty member for a lower division undergraduate course. Currently this cost is \$900.00 per credit hour, or \$2700.00 per 3 credit course.
- iii. Percentage of graduate courses taught in most recent AY:
in-load: 100% in-load for fall and spring semesters
overload: 100% for summer
- iv. Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.

Committee Chair of a thesis or project earns \$600.00; thesis Committee Members earn \$300.00. The faculty member serving as the instructor of record for a Directed Reading earns \$300.00.

d. Programmatic/Departmental Teaching Standards

Faculty Qualifications

Please see Faculty Listing on the website to review faculty listings:

<http://weber.edu/MAEnglish/Facultylisting.html>

Evidence of Effective Instruction

- i. Regular Faculty
- ii. Adjunct Faculty

We require all faculty submit to the MENG Steering Committee syllabi for their MENG class prior to the semester in which the class is taught. This ensures that the MENG Learning Outcomes are present in every syllabus. We have been successful in requiring this for 6000-level courses. We have, with limited success, implemented this process in 2013-14 for all 5000-level courses. We hope to have 100% participation by Spring 2015.

The program faculty members are held to the Lindquist College of Arts & Humanities teaching standards and policies and procedures for tenure and promotion (per PPM 8-11). The department chair reviews faculty in their second year. Peer review committees review faculty according to policy, and department and college ranking tenure and evaluation committees review faculty also according to policy. Additionally, all faculty are required to submit a yearly annual report to the Dean.

Results of end of course/instructor evaluations conducted in Chi Tester are reviewed by the program director immediately after each semester.

Mentoring Activities: Faculty members within the program are mentored by the department chair, program director, and other faculty within the department.

Diversity of Faculty: The full-time English faculty include 11 women and 11 men, mostly Caucasian, plus those from other departments. The last four full-time English department hires have been female, bringing the ratio of male-to-female tenure line faculty to approximately 50-50. The college, department, and program aspire to have a diverse faculty but have not been particularly successful in this regard.

Ongoing Review and Professional Development: Department faculty members are reviewed according to WSU PPM schedules. The typical schedule after hire as a tenure track assistant professor is:

- 2nd year: peer review of teaching by committee and Department Chair review
- 3rd year: formal tenure rank and evaluation committee review
- 5th year: peer review of teaching by committee
- 6th year: formal tenure rank and evaluation committee review

- if tenure and rank advancement was granted:
 - 11th year: eligible for full-professor promotion or post-tenure review
 - Every five years: post-tenure review

Faculty are encouraged to attend conferences and English departmental monies are allocated to individual faculty each year. The faculty attend teaching workshops on campus provided by the Teaching and Learning Forum. As needed, the faculty also attend trainings offered through WSU Training Tracker, such as Google Apps and Chi Tester.

F. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff: The program currently has one three-quarter time administrative specialist and one 10-hour a week hourly assistant during Fall and Spring semesters.

- i. Ongoing Staff Development: Program staff members are extended opportunities via WSU professional development. WSU-specific trainings through Training Tracker are available. The hourly assistant is required to attend two yearly trainings to secure funding for the position.

Adequacy of Administrative Support: As the MENG program has grown in complexity (assessment, data collection, website, student travel funding, expansion of assistantships and research assistantships, an endowment, the Secondary Licensure track, three admission cycles etc.) the responsibilities of the Program Assistant have increased. Fortunately the current assistant possesses a superior skill set and has been able to keep up with the changes to the program. In the near future it would be advantageous to either increase the Program Assistant's position to full-time or to permanently budget for an hourly assistant.

Adequacy of Facilities and Equipment: The program's office is in Elizabeth Hall, a modern, four-story building equipped with smart classrooms (internet-equipped computer, LCD projector, VCR, DVD, Document Reader, Audio). Wireless internet is available across campus and in the building. 90% of the program's classes take place in Elizabeth Hall. The other 10% take place on WSU's Davis Campus, a 10-minute drive away. The Davis campus consists of two modern buildings, with the newest completed in 2013. Currently there are no classroom shortages for the 6000-level evening classes, but if university-wide enrollment projections are accurate, space will be at a premium in 10 years.

Adequacy of Library Resources: The Stewart Library services multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and met student and faculty needs. The library website (<http://library.weber.edu>) assists with meeting 24/7 needs. The library assigns a librarian to each college. The librarian has an annual budget to provide current resources for the college. Additionally, the librarian

meets with classes when invited. The resources adequately meet the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials. Compared to the print holdings at the University of Utah, the WSU Stewart Library has limited holdings. However, a well-managed interlibrary loan program and the proximity of the University of Utah, Utah State and Brigham Young University simplify student and faculty research.

G. Relationships with External Communities

Description of Role in External Communities

The MENG Program is represented at the university level, in the University Graduate Council, by the Program Director. The Program Assistant is the Graduate Council Secretary. Graduate Council sets university-wide policies for the graduate programs and oversees Board of Regents Program Reviews. Graduate Council meets monthly during the academic year.

The Program Director consults regularly with the Dean of Arts and Humanities, Dr. Madonne Miner.

Summary of External Advisory Committee Minutes:

None, though we keep minutes from the MENG Steering Committee, an internal advisory committee that meets weekly and is comprised of eight rotating faculty members, including the Program Director and the English Department Chair.

The English Faculty who specialize in secondary education frequently meet with superintendents of local school districts. They have not reported any concerns.

H. Results of Previous Program Reviews: **Not Applicable. This is the first Program Review that has been conducted for the Master of Arts in English Program.**

Problem Identified	Action Taken	Progress
Issue 1	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	
Issue 2	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	

Summary Information (as needed)

- I. Action Plan for Ongoing Assessment Based on Current Self Study Findings: **Please see the summary of assessment for 2013-14, on page 25 of this report.**

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

Please see the summary of assessment for 2013-14, on page 25 of this report.

The MENG ongoing assessment plan is to continue with our random sampling of artifacts from classes across the curriculum, as described in the sections above.

Action Plan for Staff, Administration, or Budgetary Findings: NONE. We have not identified any problems.

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

J. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Course evaluations		End of semester	Chi Tester
Portfolio	LO 1-6	At graduation, email or Canvas	Electronic format
Thesis	LO 1-6	End of semester	Electronic format

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

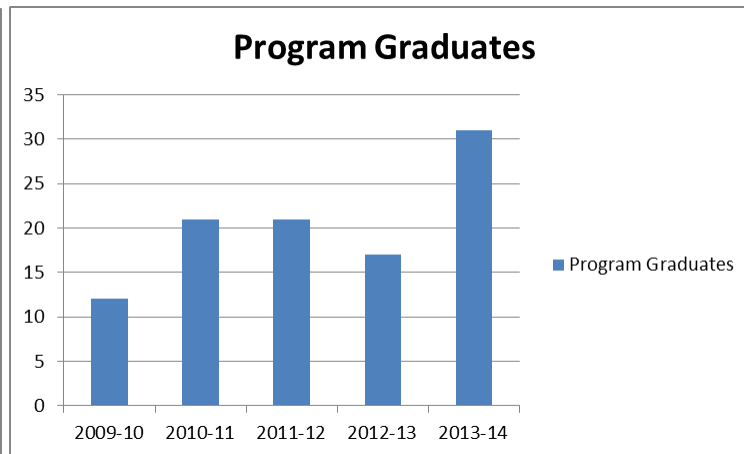
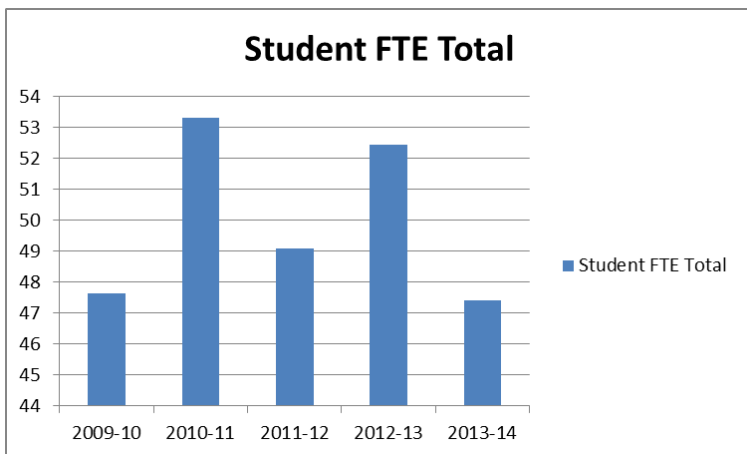
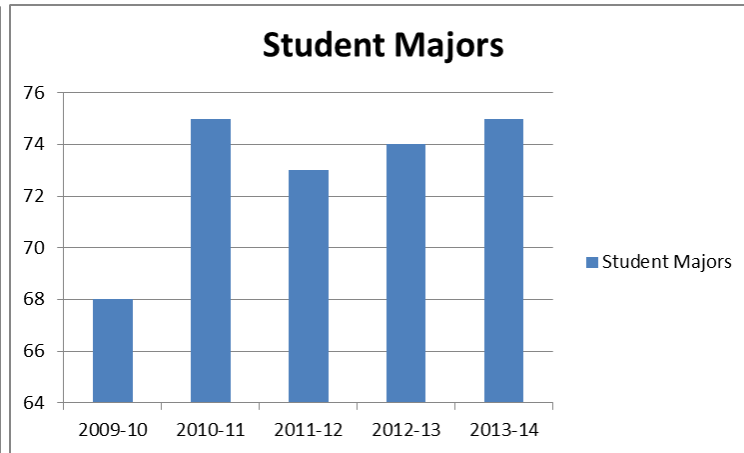
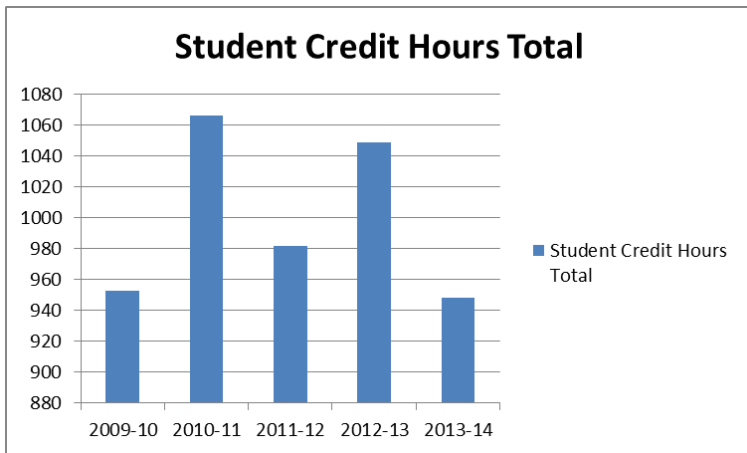
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Credit Hours Total	953	1066	982	1049	948
Student FTE Total	47.65	53.3	49.1	52.5	47.4
Student Majors	68	75	73	74	75
Program Graduates	12	21	21	17	31
Student Demographic Profile					
Female	46	46	49	54	54
Male	22	29	24	20	21
Faculty FTE Total	4.9	5.85	3.87	2.63	
Adjunct FTE	2.72	3.88	2.5	1.01	
Contract FTE	2.18	1.97	1.62	1.62	
Student/Faculty Ratio	9.72	9.11	12.69	19.94	

Note: Data provided by Institutional Research

Summary Information (as needed)

Faculty FTE, Adjunct FTE, and Contract FTE are driven by instructor wages. The English Department had four senior faculty retire at the end of 2010-2011 because an incentive was offered by the institution. They were replaced with junior faculty who are not compensated at the same level as the senior faculty. This affected the Faculty FTE numbers. MENG rarely uses adjunct or contract faculty. If we do, they are compensated at the same levels as the MENG Faculty and hold terminal degrees.

From a budget perspective, it is good that the Student/Faculty ratio is going up. Our student major numbers have remained the same, but our costs are decreasing.



Appendix B: Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise	Gender	Eth
Dr. Isabel Asensio	Assoc. Prof.	Tenure track	Ph.D.	10	Latin American	F	H
Dr. Craig Bergeson	Professor	Tenured	Ph.D.	21	Spanish	M	C
Dr. Russell Burrows	Professor	Tenured	Ph.D.	32	American/West	M	C
Dr. Shannon Butler	Professor	Tenured	Ph.D.	43	Teacher Ed	F	C
Dr. David Byrd	Assist Prof	Tenure track	Ph.D.	21	ESL/Teacher Ed	M	C
Dr. Tim Conrad	Assoc Prof	Tenure track	Ph.D.	31	ESL	M	C
Dr. Hal Crimmel	Professor	Tenured	Ph.D.	21	American/West/Environmental	M	C
Dr. Gary Dohrer	Professor	Tenured	Ph.D.	35	Teacher Ed	M	C
Dr. Judy Elsley	Professor	Tenured	Ph.D.	31	British/Biographical	F	C
Dr. Becky Gesteland	Professor	Tenured	Ph.D.	27	American/West	F	C
Dr. Sian Griffiths	Assist Prof	Tenure Track	Ph.D.	14	Creative Writing/American	F	C
Dr. Gavin Harper	-	Adjunct	Ph.D.	12	Shakespeare	M	C
Dr. Kathleen Herndon	Professor	Tenured	Ph.D.	41	Teacher Ed/World Lit	F	C
Dr. Janine Joseph	Assist Prof	Tenure track	Ph.D.	9	Poetry/Postcolonial	F	P
Dr. Mark LeTourneau	Professor	Tenured	Ph.D.	37	Linguistics	M	C
Dr. Susan McKay	Professor	Assoc Prof	Ph.D.	39	Linguistics	F	C
Dr. Madonne Miner	Dean of A&H	Dean of A&H	Ph.D.	36	American	F	C
Dr. Jennifer Mitchell	Assist Prof	Contract	Ph.D.	6	Critical Theory	F	C
Dr. Karen Moloney	Professor	Tenured	Ph.D.	35	British/Irish	F	C
Maria Mortensen	-	Adjunct	MA	7	ESL	F	H
Dr. Victoria Ramirez	Professor	Tenured	Ph.D.	36	Creative Writing	F	C
Dr. Scott Rogers	Assoc Prof	Tenure track	Ph.D.	19	British/ Popular Culture	M	C
Dr. John Schwiebert	Professor	Tenured	Ph.D.	30	American/ British/C. Writing	M	C
Dr. Samantha Seal	Assist Prof	Tenure Track	Ph.D.	6	Medieval & Renaissance	F	C
Debi Sheridan	Chair, LEAP	Adjunct	ABD	17	ESL	F	C
Dr. Sally Shigley	Professor	Tenured	Ph.D.	19	Critical Theory	F	C
Dr. Mali Subbiah	Professor	Tenured	Ph.D.	36	World	M	A
Dr. Mikel Vause	Professor	Tenured	Ph.D.	34	British/American/Romantic	M	C
Dr. Michael Wutz	Professor	Tenured	Ph.D.	23	American/Media	M	C
Dr. Jim Young	Professor	Tenured	Ph.D.	43	Teacher Ed/American	M	C

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Genevieve Bates	F	C	Admin Assistant	30	Marketing, Management, Higher Education
Madison Myers	F	C	Hourly	2	Student

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Master of Arts in English					
Funding	09-10	10-11	11-12	12-13	13-14
Appropriated Fund	215,716	216,560	198,565	164,460	156,560
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	105,993	106,695	99,470	82,362	77,117
Total	321,169	323,255	298,035	246,822	233,677

Note: Data provided by Provost's Office

Summary Information (as needed)

Appendix E: External Community Involvement Financial Contributions

Organization	Amount	Type
Dr. Robert M. Hogge (Retired)	\$250	Donation
Dr. Merlin Cheney (Retired)	\$250	Donation

Appendix F: Specific class offering alignment to LOs

	Department/Program Learning Outcomes					
	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
	Gather, analyze, communicate effectively	Cultivated skills in careful reading, critical thinking, etc.	Theoretical approaches	Scholarly criticism	Key primary texts	Conventions and protocols
Core Courses in Department/Program						
MENG 6010 Intro to Grad Studies F, Sp	X	X	X	X	X	X
MENG 6030 Theory/Criticism F 13	X	X	X	X	X	X
MENG 6110 Writing for Teachers F 13,14	X	X	X		X	X
MENG 6210 Teaching Lit in 2 nd Sp 13,14	X	X	X		X	X
MENG 6230 WRWP Su 13, 14	X	X			X	X
MENG 6231 WRWP Advanced Su 14	X	X			X	X
MENG 6240 Immigration Su 13	X	X	X	X		X
MENG 6240 Inventing a West Su 14	X	X		X	X	X
MENG 6240 Contemporary Fiction F 14	X	X	X	X	X	X
MENG 6250 Flirtation, Love, Lit Su 13	X	X	X	X	X	X
MENG 6250 Love in Literature Sp 14	X	X			X	X
MENG 6250 Evolution of the Villain Su 14	X	X	X		X	X
MENG 6260 Literature & Spirituality F 13	X	X	X	X	X	X
MENG 6260 Don Quixote Sp 14	X	X	X	X	X	X
MENG 6260 African Literature F 14	X	X	X	X	X	X
MENG 6280 TESOL Practicum	Not offered	-	-	-	-	-
MENG 6310 Language/Ling Teach	Not offered	-	-	-	-	-
MENG 6320 World Languages	Not offered					
MENG 6330 Lit/Rhet Stylistics Su 14	X	X	X	X		X
MENG 6400 Multicult Persp YA Lit	Not offered	-	-	-	-	-
MENG 6410 Strategies/ ESL F & Sp	X	X			X	X
MENG 6420 Phono & Syntax ESL Su & F	X	X			X	X
MENG 6450 ESL Assessment F & Sp	X	X			X	X
MENG 6510 Dickinson Sp 14	X	X		X		
MENG 6510 Sylvia Plath Su 14	X	X	X	X	X	X
MENG 6520 Shakespeare Su 13, F 14	X	X			X	X
MENG 6610 Short Fiction F 13	X	X				X
MENG 6610 CEL Life Writing Sp 14	X	X	X	X	X	X
MENG 6610 Science Fiction Su 14	X	X		X	X	
MENG 6710 Weber Reads Su 13	X	X			X	X
MENG 6710 Angels and Monsters F 13	X	X	X	X	X	X
MENG 6710 Advanced Zombie Studies Sp 14		X		X	X	
MENG 6710 Literature of the South Sp 14	X	X	X	X	X	X
MENG 6710 Biblical Allegories Sp 14	X	X			X	X

	Department/Program Learning Outcomes					
	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
	Gather, analyze, communicate effectively	Cultivated skills in careful reading, critical thinking, etc.	Theoretical approaches	Scholarly criticism	Key primary texts	Conventions and protocols
Core Courses in Department/Program						
MENG 6710 American Transcendentalism F	X	X		X		
MENG 6822 Teach College Writing F	X	X		X		
MENG 6823 Teaching Practicum Sp	X	X				
MENG 6830 Directed Readings Su, F, Sp	X	X	X	X	X	X
MENG 6940 Masters Project F, Sp	X	X	X	X	X	X
MENG 6960 Thesis F, Sp	X	X	X	X	X	X

Appendix G: 2013-14 Spring Graduate Survey

Date Created: 2/25/2014

Date Range: 3/3/2014 – 4/30/2014

Total Respondents: 1375 Total MENG Respondents: 14

The 2013-14 Spring Graduate Survey was administered to all WSU students who had applied for graduation. Selected questions and responses follow:

Q16. 2013-14 Spring Demographic – Gender

Count	Percent	
3	21.43%	M
11	75.57	F
14	Respondents	

Q17. 2013-14 Spring Demographic – Ethnicity

Count	Percent	Description
1	8.33%	Black Non-Hispanic
1	8.33%	American Indian of Alaskan Native
1	8.33%	Native Hawaiian
9	75%	White Non-Hispanic
12	Respondents	

Q18. 2013-14 Spring Demographic – Birthdate

Using this data the average age of these MENG students is 33 years.

Q2. What do you plan to do immediately after graduation? (Check all that apply)

Count	Respondent %	Response %	Description
2	15.38%	11.11%	Attend graduate school
5	38.46%	27.78%	Get a job
6	46.15%	33.33%	Continue in my current job
1	7.69%	5.56%	Volunteer (Peace Corps, America Corps, Teach for America)
1	7.69%	5.56%	Take some time off in order to decide what to do
1	7.69%	5.56%	Start my job
1	7.69%	5.56%	Take some time off for family
1	7.69%	5.56%	Other: Ph.D. program applications
13 Respondents	18 Responses		

Q3. What will be your employment status immediately after graduation?

Count	Percent	Description
9	69.23%	Employed full time
1	7.69%	Employed, less than full time
3	23.08%	Unemployed
13	Respondents	

Q4. Please indicate what type of employment you will be seeking anytime during the next 3 months.

Count	Percent	Description
2	66.67%	Seeking full-time employment
1	33.33%	Seeking part-time employment
0	0.00%	Not seeking
3	Respondents	

Q5. Will you be seeking new (or better) employment anytime in the next 3 months?

Count	Percent	Description
4	44.44%	Yes, full-time employment
1	11.11%	Yes, part-time employment
4	44.44%	No
9	Respondents	

Q6. Is your current employment related to your major?

Count	Percent	Description
5	55.56%	Yes
4	44.44%	No
9	Respondents	

Q7. Name of your employer: Using this data, the following categories emerged:

Count	Percent	Description
4	44.44%	Public school teachers (2 Weber SD, 1 Box Elder SD, 1 Alta High School)
2	22.22%	Credit unions (America First, Utah Credit Union Association)
1	11.11%	Retail grocery
1	11.11%	WSU
1	11.11%	Unemployed
9	Respondents	

Q11. Including your current employment, how many years of work experience do you have in your major field?

Count	Percent	Description
3	33.33%	1
1	11.11%	2
1	11.11%	3
1	11.11%	4
2	22.22%	5
1	11.11%	6
9	Respondents	

Q52. Are there any faculty members you would like to recognize as particularly effective teachers?

Dr. Butler, Dr. Crimmel, Dr. Young, Dr. Rogers, Dr. Ramirez, Dr. Mitchell, Dr. Seal, Dr. Elsley, Dr. Shigley, Dr. Gesteland, Dr. Dohrer, Dr. Subbiah, and Dr. Schwiebert were all named at least once.

Q53. Do you believe students are treated fairly within the department without regard to gender, ethnicity, sexual orientation, age, religion, etc?

Count	Percent	Description
10	100%	Yes
0	0.00%	No
10	Respondents	

Q89. How many children do you have?

Count	Percent	Description
4	40.00%	0
2	20.00%	1
1	10.00%	2
1	10.00%	2
0	0.00	4
2	20.00%	5 or more
10	Respondents	

Q90. Where do you plan to live?

Count	Percent	Description
8	80.00%	Utah Mountain West
2	20.00%	Outside of Utah
0	00.00%	Outside of the Country
10	Respondents	

Appendix H: Student Accomplishments

Schools WSU MENG students have been accepted to:

	University of Utah 2009
	University of Arkansas 2010
	University of Northern Illinois 2013
	LSU 2009
	University of South Florida 2013 Accepted to: North Dakota State, Georgia State
	University of Louisiana @ Lafayette 2011
	Utah State 2012
	Texas Tech 2013
	UNLV 2014
	DeMontfort University, U.K., 2014
	Lancaster University, U.K., 2014

Student Conference Acceptances & Awards:

(Instead of names, initials of students were used to protect privacy).

B and T received The Lindquist Scholarships for 2014-2015. These scholarships are the most prestigious scholarships for the College of Arts and Humanites; each is worth \$8000 annually.

E, MENG alumnus, was a finalist for the Crystal Crest Master Teacher Award Spring 2013. (There are only five finalists each year).

W presented at the Pop Culture Association/American Culture Association Conference April 2012 in Boston. Written for Dr. Victoria Ramirez's Creative Fiction Writing.

R presented at:

- Rocky Mountain Modern Language Association Convention October 2012 in Boulder, CO. Written for Dr. Susan McKay's History of Language.
- Capital RAW Conference. University of Texas at Dallas March 2012. Written for Dr. Mahali Subbiah's World Literature.
- FWPLA/ACA 25th Annual Conference Las Vegas, NV. February 2013.
- James A. Rawley Conference in the Humanities at the University of Nebraska, Spring 2013.
- Southwest Texas Conference in Albuquerque, NM Feb 2013.

E presented at the Rocky Mountain MLA (RMMLA) Conference, Boulder, CO. October 2012.

A presented at the RMMLA Conference, October 2012.

L presented at the RMMLA Conference, October 2012.

G presented at FWPLA/ACA 25th Annual Conference Las Vegas, NV. February 2013. (Creative Writing).

B presented at the Pop Culture Association/American Culture Association Conference April 2012 in Boston.

T presented at Pop Culture Association/American Culture Association Conference April 2012 in Boston. Written for Dr. Gavin Harper's Shakespeare.

E presented at University of Nevada Reno Graduate Conference. March 2013.

F, A, B, and H participated as a panel at the Utah Academy of Sciences and Arts Conference April 2013. Dr. Mahali Subbiah's class.

F presented at The Wooden O Symposium, Utah Shakespeare Festival in Cedar City, UT, July 2013. Dr. Gavin Harper.

Alumni L, B, W, A, and F participated in the RMMLA Conference in Vancouver, WA in October 2013.

B participated in a panel at the Children's and Young Adult Literature Conference in Albuquerque, New Mexico in February 2014. Written for Dr. Hal Crimmel's Introduction to Grad Studies.

L participated in a panel discussion at the Midwest PCA/ACA Annual Conference in St. Louis, MO, in October 2013.

M and S presented at the Pop Culture Association/American Culture Association National Conference in Chicago, IL in April 2014.

W:

Publications:

- *CEA Magazine: A Journal of the College English Association*, Middle Atlantic Group. Forthcoming Spring 2014.
- Warscapes.com online literary magazine, March 2014.

Conferences:

- BYU English Symposium: The Pen is Mightier than the Sword. Provo, Utah. March 28, 2014.
- Cal State Conference of Global Modernities. Los Angeles, California. May 5-6, 2013.

- Utah Academy of Science Arts and Letters Annual Conference. Orem, Utah (Utah Valley University). April 13, 2013.

S presented at the Restoration Studies Symposium 2014, at Graceland University in January 2014.

R participated in a panel at the Southwest PCA/ACA conference in Albuquerque, New Mexico, in February 2014.

B was accepted to the conference “The Country House in Britain, 1914-2014,” in London, England.

B presented at the “Unmasking Masquerade: Exploring Disguise and Display Across the Humanities” conference. McGill University, Montreal, Quebec, Canada, February 14-16, 2014.

L presented at the Asian Shakespeare Conference in Taipei, Taiwan, in May 2014.

P was interviewed about her blog on the *Katie Couric Show*. She posted a response to Amy Chua’s controversial book about tiger mothering.

N presented at the 2014 BYU English Symposium March 28, 2014.

S published in *Albeit*, an Online Scholarly Journal; Publication Online at: <http://albeitjournal.com>

G presented at Case Western Reserve University in Cleveland, OH, July 11-13, 2014.

Appendix I: Selection Rubrics developed 2013-2014

Admissions Interview Rubric

	High		Avg		Low	
1. Fit with the program	6	5	4	3	2	1
2. Intellectual promise	6	5	4	3	2	1
3. Oral Communication	6	5	4	3	2	1
4. Professionalism	6	5	4	3	2	1
5. Engagement	6	5	4	3	2	1
6. Interest in Literature	6	5	4	3	2	1
7. Licensure students: Articulate why they are interested in teaching	6	5	4	3	2	1

Admission Selection Rubric

1. Fit with the program	6	5	4	3	2	1
2. GPA	6	5	4	3	2	1
3. Writing Sample	6	5	4	3	2	1
4. Recommendations	6	5	4	3	2	1
5. Statement of Purpose	6	5	4	3	2	1
6. Interview with Director	6	5	4	3	2	1

Weber, *The Contemporary West* Editing Selection Rubric

1. Seeks Further Graduate Study	6	5	4	3	2	1
2. Within last 15 hours in program	6	5	4	3	2	1
3. GPA	6	5	4	3	2	1
4. Qualitative Feedback from Faculty	6	5	4	3	2	1
5. Program Director Input	6	5	4	3	2	1
6. <i>Weber, TCW</i> Editor's Input	6	5	4	3	2	1
7. Financial Need	6	5	4	3	2	1

Research Assistant Selection Rubric

1. Seeks Further Graduate Study	6	5	4	3	2	1
2. Within last 15 hours in program	6	5	4	3	2	1
3. GPA	6	5	4	3	2	1
4. Qualitative Feedback from Faculty	6	5	4	3	2	1
5. Program Director Input	6	5	4	3	2	1
6. Financial Need	6	5	4	3	2	1

Teaching Assistant Selection Rubric

1. Seeks Further Graduate Study	6	5	4	3	2	1
2. Within first 10 hours in program	6	5	4	3	2	1
3. Program Director Input	6	5	4	3	2	1
4. Application materials	6	5	4	3	2	1
5. Director/Co-Director Comp and Writing Center Supervisor Input	6	5	4	3	2	1
6. GPA	6	5	4	3	2	1
7. Financial Need	6	5	4	3	2	1

Appendix J: Curriculum

In the main document of this report, you will find the curriculum copied and pasted from the eWeber online catalog. This information has been organized on the following four pages for student use. They each contain the Core and Option (Literature, Secondary Licensure and TESOL) Requirements. These pages are included in marketing materials and in welcome packets for newly admitted students.



Literature Option

Program Overview

The Literature Option provides the most flexible way to earn a Master of Arts in English degree. Students have the option of pursuing either a thesis, project or electives to fulfill the 33 credit hour minimum requirements for graduation. Electives include eminent writers, studies in genres and creative writing.

Core Research Methods:

MENG 6010 Introduction to Graduate Study (3)

One course from three of the following four areas (3 courses):

Core Literature

MENG 6030* Studies in Literary Theory and Criticism (3)

MENG 6610* Advanced Studies in Genres (2-3)

MENG 6710* Variable Topics (2-3)

Core Seminars

MENG 6510* Seminar in Eminent Writers (2-3)

MENG 6520 Seminar in Shakespeare (3)

Core Language

MENG 6310 Language and Linguistics for Teachers (3)

MENG 6320 World Languages (3)

MENG 6330 Literary and Rhetorical Stylistics (3)

MENG 6410 Strategies and Methodology of Teaching ESL/Bilingual (3)

MENG 6420 English Phonology and Syntax for ESL/Bilingual Teachers (3)

MENG 6450 ESL/Bilingual Assessment: Theory, Methods, and Practices (3)

Core Teaching

MENG 6110 Writing for Teachers (3)

MENG 6120 Teaching Traditional and Contemporary Young Adult Literature (4)

MENG 6230 Wasatch Range Writing Project Summer Institute (1-6)

MENG 6280 TESOL Practicum (3)

MENG 6400 Multicultural Perspectives on Literature for Young People (3)

MENG 6821 Teaching Developmental Reading and Writing (2)

MENG 6822 Teaching College Writing (2)

MENG 6823 Teaching Practicum (1)

* May be repeated for credit with different content.

Seminars in Literature: Three (3) courses from at least two of the following repeatable seminars:

MENG 6240 Seminar in American Literature (3)

MENG 6250 Seminar in British Literature (3)

MENG 6260 Seminar in World Literature (3)

Credit hour requirements: Elective courses may be taken to fulfill the 33 credit hours minimum required to graduate.



Secondary Licensure Option

Program Overview

The MENG Program offers our students an efficient way to earn a MA in English and Secondary Licensure. Students must work closely with the Option Coordinator to meet all requirements. Students with non-English undergraduate degrees may be required to take additional classes.

Students seeking secondary licensure requirements through the Utah State Office of Education must also apply and be accepted into the Master of Education (MEd) Secondary Licensure Track. For all requirements related to pursuing secondary licensure, please refer to weber.edu/COE/med and contact the MEd Program offices. Licensure requires a minimum of 18 credit hours from MEd with additional credits in student teaching. Credits taken in the MEd Program will meet MENG elective requirements.

The **bolded classes** will fulfill both MENG core and Secondary Licensure requirements.

Core Research Methods:

MENG 6010 Introduction to Graduate Studies (3)

Core Seminars (strongly suggested)

MENG 6520 Seminar in Shakespeare (3)

Core Language (your choice)

MENG 6310 Language and Linguistics for Teachers (3) OR

MENG 6410 Strategies and Methodology of Teaching ESL/Bilingual (3)

Core Teaching (your choice with a minimum of 3 credit hours)

MENG 6120 Teaching Traditional and Contemporary Young Adult Literature (4) OR

MENG 6110 Writing for Teachers (3)

Seminars in Literature: *Students pursuing the Secondary Licensure Option must take one course in two of the three following seminars.*

MENG 6240 Seminar in American Literature (3)

MENG 6250 Seminar in British Literature (3)

MENG 6260 Seminar in World Literature (3)

Secondary Licensure Teaching: MED 6050 Curriculum Design, Evaluation, Assessment (3) must be taken prior to MENG 5210/6120. MENG 5210 and MENG 6120 must be taken concurrently. We strongly recommend that MENG 6110 or 6230 be taken prior to MENG 5210/6120.

Credit hour requirements: Elective courses may be taken to fulfill the 33 credit hours minimum required to graduate.



Secondary Licensure Option

ALL SUBJECT TO CHANGE

MENG students pursuing secondary licensure must also:

- be admitted to the MED program in order to take MED 60XX classes
- pass the USOE Background check *prior* to MENG 5210 Practicum
- pass the PRAXIS exam *prior* to student teaching
- Coordinate MED 6880 Student Teaching in Secondary Education through the Student Teaching Office.
See www.weber.edu/COE/studentteach for more information.
- **Fall student teaching application deadline is January prior to teaching.**

Possible course sequencing to graduate in 6 semesters:

Fall semester MED 6050 (3) Curriculum Design MENG 6010 (3) Introduction to Graduate Studies MENG 6110 (3) Writing for Teachers 9 credit hours	Spring semester MED 6110 (3) Introduction to Classroom Management MENG 5210 (2) Practicum in Teaching English MENG 6120 (4) Teaching Trad/Contemp YA Lit 9 credit hours
Summer semester MED 6020 (2) Diversity in Education MED 6510 Special Education (3) MENG 6520 (3) Seminar in Shakespeare 8 credit hours	Fall semester MED 6060 (2) Instructional Strategies MED 6320 (3) Content Area Literacy Instruction MED 6229 (2) Instructional Tech for Pre-Service Teachers 7 credit hours
Spring semester MENG 6410 (3) Strategies and Methodology of Teaching ESL MENG 62X0 (3) Seminar in Literature MENG 6XXX (3) Literature (6030 or 6610 or 6710) 9 credit hours	Fall semester MED 6880 (6) Student Teaching in Secondary Ed MENG 62X0 (3) Seminar in Literature 9 credit hours Total: 51 credit hours

MED 6510 Special Education should be taken during spring or summer semester.

Revised 07/14.



TESOL Option

Program Overview

The TESOL option provides a solid basis for teachers to develop personal expertise in a diverse range of English teaching situations. Students must work closely with the Option Coordinator as there is very limited flexibility for this option. The **bolded classes** will fulfill both MENG core and TESOL requirements.

Core Research Methods:

MENG 6010 Introduction to Graduate Studies (3)

One course from three of the following four areas (3 courses):

Core Literature

MENG 6030 Studies in Literary Theory and Criticism (3)

MENG 6610 Advanced Studies in Genres (2-3)

MENG 6710 Variable Topics (2-3)

Core Seminars

MENG 6510 Seminar in Eminent Writers (2-3)

MENG 6520 Seminar in Shakespeare (3)

Core Language

MENG 6410 Strategies and Methodology of Teaching ESL/Bilingual (3)

Core Teaching

MENG 6280 TESOL Practicum (3)

TESOL Foundations

MENG 6005 Intercultural Classroom Discourse (3)

MED 6250 Second Language Acquisition (3)

MED 6270 Literacy Strategies for Teaching English Language Learners (3)

MENG 6420 English Phonology and Syntax for ESL/Bilingual (3)

MENG 6450 ESL/Bilingual Assessment (3)

And one of the following:

MENG 6310 Language and Linguistics for Teachers (3)

MENG 6320 World Languages (3)

MENG 6330 Literary and Rhetorical Stylistics (3)

Credit hour requirements: Elective courses may be taken to fulfill the 33 credit hours minimum required to graduation.