

**(NEW GRADUATE INITIATIVES)****PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

**Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.**

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

**Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: [courses@asu.edu](mailto:courses@asu.edu)

**Prepare the applicable proposal template and operational appendix for the proposed initiative.**

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

**Obtain letters or memos of support or collaboration. (if applicable)**

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

**Obtain the internal reviews/approvals of the academic unit.**

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu) email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

**Additional Recommendations** - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

**Set-up a Graduate Faculty Roster for new PhD Programs** – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to [http://graduate.asu.edu/graduate\\_faculty\\_initiative](http://graduate.asu.edu/graduate_faculty_initiative).

**Establish Satisfactory Academic Progress Policies, Processes and Guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

**Establish a Graduate Student Handbook for the New Degree Program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) to access Graduate Policies and Procedures.

**Check Box Directions** – To place an “X” in the check box, place the cursor on the left-side of the box, right click to open the drop down menu, select **Properties**, under **Default value**, select **Checked** and then select **Ok**.



ARIZONA STATE UNIVERSITY  
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE

DEGREE PROGRAM

College/School(s) offering this degree: College of Liberal Arts and Sciences

Unit(s) within college/school responsible for program: Department of English

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: NA

Proposed Degree Name: Master of Arts (MA) in English Education

Master's Degree Type: Master of Arts

Proposed title of major: English Education

Is a program fee required? Yes  No

Requested effective term: Fall 2016

(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: Jessica Early

Title: Associate Professor/Director of Secondary English Education

Phone: (480) 965-0742

email: Jessica.early@asu.edu

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

College Dean name: Paul LePore, Associate Dean of Student and Academic Programs

College Dean Signature

Date:

4/28/15

College Dean name:  
(if more than one college involved)

College Dean Signature

Date:

**ARIZONA STATE UNIVERSITY  
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

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**DEGREE PROGRAM INFORMATION**

**Master's Type:** MA  
(E.g. MS, MA, MAS, PSM, or other)

**Proposed title of major:** English Education

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**1. PURPOSE AND NATURE OF PROGRAM:**

**A. Brief program description**

The MA in English Education is a one-year intensive program designed to prepare practicing teachers for careers as exemplary educators and leaders in secondary English language arts instruction in middle and high school classrooms. This dynamic course of study culminates with an applied project that directly impacts instruction in secondary language arts classrooms. Students in the MA in English Education program develop a deep understanding of language arts instruction by learning how to access, analyze, and apply teacher research and research-based instructional practices for teaching students in the English language arts in grades 7-12. Students take a variety of relevant courses including: advanced methods courses in teaching secondary reading and writing, adolescent literature, and research methods for English language arts teachers. The program encourages students to employ academic research and inquiry to address inquiry questions they have about their own students' learning and their own teaching practices.

**B. Will concentrations be established under this degree program?**  Yes  No

**2. PROGRAM NEED**

The English Education program in the College of Liberal Arts and Sciences has a national reputation, and not only retains a high profile with national professional organization, but also continues to work extensively with local school districts and teachers to improve English language arts education in Arizona. The MA in English Education will offer secondary English language arts teachers an opportunity to examine research based practices for teaching secondary language arts and will support their own teacher-research and inquiry of English language arts curriculum, instruction, and learning practices.

The move to a standalone MA degree in English Education is precipitated by a need to better serve our target audience made up of secondary English language arts teachers throughout the greater Phoenix area. The standalone MA will set our program apart from other master's degrees in English, and will allow us to more effectively recruit our target audience of inservice secondary English language arts teachers. The stand alone MA will also benefit our student population because it will more clearly define the degree for their employers (school districts).

This standalone degree will also allow us to better track our graduates and will more clearly define our program as we seek external funding for program related research, teacher training, and curriculum development. As a track within the MA in English we are not currently eligible for various monies for which we could apply within ASU and also from federal and private funders. With the establishment of the stand-alone degree, the current English Education track within the standalone MA in English will be disestablished.

**3. IMPACT ON OTHER PROGRAMS – Letter from Dean Koerner of Mary Lou Fulton Teachers College (MLFTC)**

The stand alone MA in English Education will attract more graduate students to our English programs, which will strengthen our graduate programs as a whole. This program has a specific target audience made up of secondary (grades 7-12) English language arts teachers, which means it will likely not pull potential students away from other MA English offerings. While there may be secondary English language arts teachers interested in pursuing an MA in Literature, the MA in English Education degree better positions secondary language arts teachers for raises in their districts and for potential PhD programs in English Education and Secondary Literacy or English Literature or Rhetoric and Composition. Our MA in English Education also hopes to collaborate with other MA English programs in offering diverse electives that cross a variety of English disciplines that are uniquely relevant to secondary English language arts educators.

**PROJECTED ENROLLMENT** - How many new students do you anticipate enrolling in this program each year for the next five years? Please note, The Arizona Board of Regents (ABOR) requires nine masters and six doctoral degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT Students progress in a cohort and finish after fall + spring + summer A &amp; B terms. Because a new cohort begins each fall and finishes the following summer, there are no continuing students from year to year.</b>					
<b>Please utilize the following tabular format.</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> (Yr 1 continuing + new entering)	<b>3<sup>rd</sup> Year</b> (Yr 1 & 2 continuing + new entering)	<b>4<sup>th</sup> Year</b> (Yrs 1, 2, 3 continuing + new entering)	<b>5<sup>th</sup> Year</b> (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	10	12	15	18	20

**4. STUDENT LEARNING OUTCOMES AND ASSESMENT:**

- A. List the knowledge, competencies, and skills** students should have attained by graduation from the proposed degree program. (You can find examples of program Learning Outcomes at <http://www.asu.edu/oue/assessment.html>). See below
- B. Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at <http://www.asu.edu/oue/assessment.html>). See below

Mission Statement

The mission of the Master of Arts (MA) in English Education program is solidly rooted in the ASU College of Liberal Arts and Sciences Department of English mission to: “teach spoken, written, visual and digital communication practices and texts ranging from the imaginative to the functional in civic, social, personal, academic and professional communities—and to mentor others to do likewise.” Given Arizona State University’s commitment to improving K-12 education and improving access to higher education, it is paramount that we provide a graduate degree that facilitates practicing educators in finding the means for meeting the diverse and evolving needs of their students. Our degree is designed to produce self-reliant scholars of secondary English language arts education who know how to research an educational issue, evaluate pedagogical studies, and discern the best educational practices to employ in their schools. Requisite skills include locating, analyzing and evaluating educational research studies, designing teacher research projects, interrogating their own

teaching practices, designing and implementing curriculum and instruction using the newest and best practices, and employing critical perspectives for evaluating and repairing educational policies and practices that may be ineffective.

**Please see Appendix III English Education Rubric for performance criteria.**

**I. Outcome 1**

Students will demonstrate the ability to recognize various research methods as appropriate and effective means for pursuing specific lines of classroom-based teacher inquiry and explain the pros and cons of a given methodological approach in terms of their classroom research.

**a. Measure 1.1**

Capstone: Applied Project (ENG 593) Presentation and Defense

**i. Performance Criterion 1.1**

Eighty percent of students will be scored at a grade of B (Meets Outcome) under component III. Methods/Research Design by the evaluating panel of English education faculty at the ENG 593 Applied Project public presentation and defense.

**b. Measure 1.2**

Individual projects or papers in ENG 501 and ENG 606

**i. Performance Criterion 1.2**

Ninety percent of students will submit individual project write-ups or papers that meet grading rubric standards for successful interpretation of research methodology a grade of B (Meets Outcome) or better for component III. Methods/Research Design on the rubric for research projects)

**II. Outcome 2**

Students will be able to locate and analyze teacher research studies specific to important issues in a secondary English language arts classroom.

**a. Measure 2.1**

Capstone: Applied Project (ENG 593) Presentation and Defense

**i. Performance Criterion 2.1**

Eighty percent of students will be judged as successfully locating and synthesizing current research in English Education through a written literature review by earning a grade of B (Meets Outcome) in component II. Literature Review by the evaluating panel of English education faculty at the ENG 593 Applied Project public presentation and defense.

**III. Outcome 3**

Students will interpret qualitative research findings. After students have designed and implemented their own applied projects examining English language arts curriculum and instruction in their own school districts and sharing their findings in a public forum, they will interpret their findings and articulate clear implications for their own teaching practices and for the teaching of English language arts more generally.

a. **Measure 3.1**

Culminating Event: Applied project (ENG 593) Presentation and Defense (monitored internally by the academic unit).

i. **Performance Criterion 3.1**

Eighty percent of students will be judged as successfully interpreting the data from their applied project studies, and arriving at findings and implications by earning a grade of B (Meets Outcome) score of three (Adequate Understanding) or higher on the rubric component III Methods/Research Design, IV. Findings, and V. Interpretation of Findings and Implications by the evaluating panel of English education faculty at the ENG 593 Applied Project public presentation and defense.

IV. **Outcome 4**

Students will be able to identify important educational issues they face in teaching English language arts, synthesize a variety of resources (i.e., research literature, expert opinion, and educational policy) and synthesize their learning into plans for best practice.

a. **Measure 4.1**

Individual projects in ENG 506. ENG 507, ENG 606 or ENG 501

i. **Performance Criterion 4.1**

Ninety percent of students will write complete individual project write-ups that score a grade of B (Meets Outcomes) or better on rubric component V. These write ups will include a literature review synthesizing current research in English Education related to their research question(s) and will also include a Methods Section describing their research approach and methods, and findings and implications sections sharing interpretations of research findings and Implications for their own teaching practice and for English language arts teachers in the field.

V. **Outcome 5**

Students will be able to interrogate their own pedagogical practices (i.e., curriculum and instruction, differentiation, English language learners, cultural responsiveness, assessment, digital/new literacies) in the teaching of English language arts (reading, writing, speaking, listening, use of language, technology) and make appropriate adaptations to best meet all students' needs.

a. **Measure 5.1**

Teaching presentations in ENG 594: Central Arizona Writing Project (Summer session A)

i. **Performance Criterion 5.1**

Evaluation completed by Central Arizona Writing Project Fellows cohort (approximately 20 veteran teachers) will identify 90% of enrolled students' will receive a B or higher in the course (ENG 594).

b. **Measure 5.2**

Individual projects in ENG 606 or ENG 501

i. **Performance Criterion 5.2**

Ninety percent of students will write complete individual project write-ups that earn a grade of B (Meets Outcome) in the course. These write ups will demonstrate the researcher’s location of self (possible biases, preconceptions, relationship to participants, etc.) along with his or her implications for practice.

**5. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable):** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

**6. FACULTY, STAFF, AND RESOURCE REQUIREMENTS:**

**A. Faculty**

**i. Current Faculty –**

List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty members who will teach in the program.

James Blasingame, PhD	Professor	English Education: Young Adult Literature	100%
Jessica Early, PhD	Director of English Education, Associate Professor	English Education: Secondary Writing and Reading	100%
Sybil Durand, PhD	Assistant Professor	English Education: Young Literature, Critical Pedagogy	100%
Christina Saidy, PhD	Assistant Professor	English Education: Writing Theory and Pedagogy	100%

**ii. Administration of the program -** Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The program director of English Education will also serve as the faculty director of the program. The program will receive clerical support from the English Education administrative assistant. The advising for this program will be divided amongst the English Education faculty based on students’ research interests. The English Education faculty will supervise applied projects. The graduate program manager and the English Education administrative assistant for the Department of English will aid in the management of the MA in English Education program through coordinating admissions, advising, and recruitment.

**B. Resource requirements needed to launch and sustain the program:** Describe any new resources required for this program’s success such as new staff, new facilities, new library resources, new technology resources, etc.

No additional resources are needed. Existing courses will be used for the MA and will be taught by current English education faculty. In the case that the program grows beyond projected expectations, additional faculty or instructor support may be needed.

**8. COURSES:**

**A. Course Prefix(es):** Provide the following information for the proposed graduate program.

**i.** Will a new course prefix(es) be required for this degree program?

Yes  No

**B. New Courses Required for Proposed Degree Program:** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

N/A



**APPENDIX I  
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS**

(This information is used to populate the [Graduate Programs Search](#)/catalog website.)

**1. Provide a brief (catalog type - no more than 150 words) program description.**

The MA in English Education is a one-year intensive program designed to prepare practicing teachers for careers as exemplary educators and leaders in English language arts instruction. This dynamic course of study culminates with a project related to English language arts instruction in secondary classrooms. Students in the program develop a deep understanding of the language arts by learning how to access, analyze, and apply theoretical frames and best practices for teaching students in grades 7-12. The program balances the refining of disciplinary knowledge with pedagogical application of that knowledge in classrooms. Students take a variety of relevant courses including advanced methods courses in reading and writing, adolescent literature, and research methods for teachers. The program encourages students to employ academic research and inquiry to address questions they have about their own students' learning.

Breakdown of requirements:

Core (12)

- ENG 501 Research Methods (3)
- ENG 506 Methods and Issues in Teaching Language (3)
- ENG 507 Methods and Issues in Teaching Composition (3)
- ENG 606 Advanced Studies in English Education (3)

Electives or Research (12)

Other Requirements (3)

- ENG 594 Topic: CAWP Invitational Summer Institute (3)

Culminating Event: 3 credit hours of ENG 593 Applied Project

**2. Campus(es) where program will be offered:**

*(Please note that Office of the Provost approval is needed for ASU Online campus options.)*

**ASU Online only (all courses online)**

**All other campus options (please select all that apply):**

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Downtown         | <input type="checkbox"/> Polytechnic |
| <input checked="" type="checkbox"/> Tempe | <input type="checkbox"/> West        |

**Both on-campus and**  **ASU Online (\*)** - (Check applicable campus from options listed.)

(\*) Please note: Once students elect a campus option, students will not be able to move back and forth between the on-campus (in-person) or hybrid options and the ASU Online campus option.

**3. Admission Requirements:**

**Degree:** Minimum of a bachelor's in English, Creative Writing, English education, Secondary Education or Secondary Curriculum and Instruction, master's degree in Education, or a closely related field from a regionally accredited College or University. Current certification in secondary English language arts (grades 6-12), or equivalent certification, or a minimum of 2 years teaching English language arts in a school setting.

**GPA:** Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree.

**English Proficiency Requirement for International Applicants:** The English proficiency requirements are the same as the Graduate Education requirement. (see Graduate Education requirement [http://graduate.asu.edu/admissions/international/english\\_proficiency](http://graduate.asu.edu/admissions/international/english_proficiency)):  Yes  No

**Foreign Language Exam:**

Foreign Language Examination(s) required?  Yes  No

**Required Admission Examinations:**  GRE  GMAT  Millers Analogies  None required  
(Select all that apply.)

**Letters of Recommendation:**  Yes  No

**4. Application Review Terms (if applicable Session):** Indicate all terms for which applications for Admissions are accepted and the corresponding application deadline dates, if any:

Fall (regular) (year): Fall 2016

**5. Curricular Requirements:**

(Please expand tables as needed. Right click in white space of last cell. Select "Insert Rows Below")

**5A. Will concentrations be established under this degree program?**  Yes  No

**5B. Curricular Structure:**

<b>Required Core Courses for the Degree</b>			<b>Credit Hours</b>
<b>(Prefix &amp; Number)</b>	<b>(Course Title)</b>	<b>(New Course?) Yes or No?</b>	<b>(Insert Section Sub-total)  12</b>
ENG 506	Methods and Issues in Teaching Language	No	3
ENG 507	Methods and Issues in Teaching Composition	No	3
ENG 501	Research Methods	No	3
ENG 606	Advanced Studies in English Education	No	3
<b>Elective or Research Courses</b> <i>(as deemed necessary by supervisory committee)</i>			<b>Credit Hours</b>
<b>(Prefix &amp; Number)</b>	<b>(Course Title)</b>	<b>(New Course?) Yes or No?</b>	<b>(Insert Section Sub-total)  12</b>

Any 3 ENG 500 level courses	Elective (e.g ENG 598 Culturally Sustaining Pedagogy, ENG 598 Youth Participatory Action Research, ENG 536 The 19 <sup>th</sup> Century American Novel, ENG 540 Teaching Young Adult Literature)	No	9
ENG 592	Research	No	3
<b>Culminating Experience</b> <i>E.g. - Capstone course, applied project, <u>thesis (masters only) – 6 credit hours</u> or <u>dissertation (doctoral only) – 12 credit hours</u> as applicable</i>			<b>Credit Hours</b> (Insert Section Sub-total) <u>3</u>
ENG 593 Applied Project			3
<b>Other Requirements</b> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>			<b>Credit Hours</b> (Insert Section Sub-total) <u>3</u>
ENG 594 Topic: CAWP Invitational Summer Institute			3
<b>For doctoral programs</b> – when approved by the student’s supervisory committee, will this program allow 30 credit hours from a previously awarded master’s degree to be used for this program? If applicable, please indicate the 30 credit hour allowance that will be used for this degree program.			
<b>Total required credit hours</b>			<b>30</b>

- List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc.).
- Omnibus numbered courses cannot be used as core courses.
- Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval. Courses that are new, but do not yet have a new number can be designated with the prefix, level of the course and X’s (e.g. ENG 5XX or ENG 6XX).

**6. Comprehensive Exams: N/A**

7. **Allow 400-level courses:**  Yes  No (No more that 6-credit hours of 400-level coursework can be included on a graduate student plan of study.)
8. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 2 committee members as required by CLAS for applied projects.
9. **Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)

Secondary writing instruction, secondary reading instruction, teacher research, teacher inquiry, English language arts, English Education

**10. Area(s) of Interest**

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- |  |   |
|--|---|
| <input type="checkbox"/> <a href="#">Architecture &amp; Construction</a>     | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a>      |
| <input type="checkbox"/> <a href="#">Arts</a>                                | <input type="checkbox"/> <a href="#">Law &amp; Justice</a>              |
| <input type="checkbox"/> <a href="#">Business</a>                            | <input type="checkbox"/> <a href="#">Mathematics</a>                    |
| <input type="checkbox"/> <a href="#">Communication &amp; Media</a>           | <input type="checkbox"/> <a href="#">Psychology</a>                     |
| <input checked="" type="checkbox"/> <a href="#">Education &amp; Teaching</a> | <input type="checkbox"/> <a href="#">STEM</a>                           |
| <input type="checkbox"/> <a href="#">Engineering &amp; Technology</a>        | <input type="checkbox"/> <a href="#">Science</a>                        |
| <input type="checkbox"/> <a href="#">Entrepreneurship</a>                    | <input type="checkbox"/> <a href="#">Social and Behavioral Sciences</a> |
| <input type="checkbox"/> <a href="#">Health &amp; Wellness</a>               | <input type="checkbox"/> <a href="#">Sustainability</a>                 |
| <input type="checkbox"/> <a href="#">Humanities</a>                          |   |

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- |  |   |
|--|---|
| <input type="checkbox"/> <a href="#">Architecture &amp; Construction</a> | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a>      |
| <input type="checkbox"/> <a href="#">Arts</a>                            | <input type="checkbox"/> <a href="#">Law &amp; Justice</a>              |
| <input type="checkbox"/> <a href="#">Business</a>                        | <input type="checkbox"/> <a href="#">Mathematics</a>                    |
| <input type="checkbox"/> <a href="#">Communications &amp; Media</a>      | <input type="checkbox"/> <a href="#">Psychology</a>                     |
| <input type="checkbox"/> <a href="#">Education &amp; Teaching</a>        | <input type="checkbox"/> <a href="#">STEM</a>                           |
| <input type="checkbox"/> <a href="#">Engineering &amp; Technology</a>    | <input type="checkbox"/> <a href="#">Science</a>                        |
| <input type="checkbox"/> <a href="#">Entrepreneurship</a>                | <input type="checkbox"/> <a href="#">Social and Behavioral Sciences</a> |
| <input type="checkbox"/> <a href="#">Health &amp; Wellness</a>           | <input type="checkbox"/> <a href="#">Sustainability</a>                 |
| <input checked="" type="checkbox"/> <a href="#">Humanities</a>           |   |

**11. Contact and Support Information:**

Office Location (Building & Room):	LL215
Campus Telephone Number:	480.965.3194
Program email address:	enggrad@asu.edu
Program website address:	http://english.clas.asu.edu/node/2867
Program Director (Name):	Jessica Early
Program Support Staff (Name):	Tina Norgren
Admissions Contact (Name):	Sheila Luna

**12. Application and iPOS Recommendations:** List the Faculty and Staff who will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

Name	ADMSN	POS
Sheila Luna, staff	X	X
Tina Norgren, staff	X	X

**APPENDIX II**  
**Support Memos**

**College of Liberal Arts and Sciences – Official Submission**

**From:** Paul LePore [<mailto:Paul.Lepore@asu.edu>]  
**Sent:** Thursday, April 30, 2015 9:10 AM  
**To:** [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)  
**Cc:** Kenro Kusumi; Paul LePore; Jenny Smith; P.F. Lengel  
**Subject:** MA in English Education

Enclosed is our proposal to establish a new Master of Arts degree in English Education.

Thank you.

PL

**PAUL C. LEPORE, Ph.D.**  
Associate Dean  
**College of Liberal Arts and Sciences**  
Foundation Building, Suite 110  
Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605  
480.965.6506 | Fax: 480.965.2110 | e-mail: [paul.lepore@asu.edu](mailto:paul.lepore@asu.edu)

**ASU College of Liberal Arts and Sciences** — *Transforming learning, discovery and lives*

May Lou Fulton Teachers College



October 25, 2013

To Whom It May Concern:

Mary Lou Fulton Teachers College supports the English department's development of an MA Concentration in English Education.

Respectfully,

A handwritten signature in cursive script that reads "Mari Koerner".

Mari Koerner  
Dean, Mary Lou Fulton Teachers College

Teacher Preparation  
4701 West Thunderbird Road  
Glendale, AZ 85306-4908  
602.543.6300 Fax: 602.543.7052  
<http://education.asu.edu>



August 15, 2015

TO: Sheila Luna, Program Manager  
Jessica Early, Director of English Education

FR: Mark Lussier, Chair & Professor

RE: Support for New MA in English Education

I welcome the arrival of the new MA in English Education, which has been established at precisely the right time to meet the most specific need experienced in the program. This research area has experienced rather quick but not surprising growth, and this more specialized degree is the right instrument to serve this need. I congratulate the area members for bringing it forth, and I look forward to watching it thrive.



**Department of English**

Arizona State University  
PO Box 870302 Tempe, AZ 85287-0302  
(480) 965-3535 Fax: (480) 965-3451  
<http://www.asu.edu/cles/english>

**APPENDIX III**

**English Education Rubric for Performance Criteria**

English Education Rubric	Level of Understanding		
Components of Research Project	A Exceeds Outcome	B Meets Outcome	C/D Fails to Meet Outcome
I. Abstract or Introduction <ul style="list-style-type: none"> <li>a. Research problem clearly stated</li> <li>b. Purpose follows logically from problem</li> <li>c. Nature/type of study clearly indicated (i.e., qualitative: case studies)</li> <li>d. Theoretical basis/conceptual framework</li> <li>e. Research questions logically address problem</li> </ul>			
II. Literature Review <ul style="list-style-type: none"> <li>a. Concise summary of relevant previous research literature</li> <li>b. Compare and contrast different points of view and/or different research outcomes (if significant)</li> </ul>			
III. Methods/Research Design (Overall appropriate to study's purpose) <ul style="list-style-type: none"> <li>a. Setting</li> <li>b. Participant Description and Criteria for Participation</li> <li>c. Data Collection</li> <li>d. Data Analysis</li> </ul>			
IV. Findings <ul style="list-style-type: none"> <li>a. Address research questions</li> <li>b. Patterns, themes supported by data</li> <li>c. Reliability and validity addressed (member checks, triangulation, etc.)</li> <li>d. Research findings clearly synthesized using examples</li> </ul>			
V. Implications <ul style="list-style-type: none"> <li>a. Discusses practical applications for English Language Arts Teachers</li> <li>b. Recommendations for further study or next steps</li> <li>c. Researcher's reflection on research experience and teaching growth</li> </ul>			