



NEW GRADUATE CONCENTRATION PROPOSALS
ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE

This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.

A concentration is a subspecialty within a degree and major, which reflects that the student has fulfilled a designated, specialized course of study, which qualifies the student as having distinctive skills and training in one highly concentrated area of the major.

Submit the completed and signed (chairs, unit deans) proposal to the Office of Graduate Academic Programs. Mail code 1003 and electronic copies to Joan.Brett@asu.edu or Denise.Campbell@asu.edu

Please type.

Form with fields: Contact Name(s), Contact Phone(s), College/School/Division Name, Academic Unit Name, Existing Graduate Degree and Major, Proposed Concentration Name, Requested Effective Term and Year, Do Not Fill in this information: Office Use Only, Plan Code, CIP Code.

1. Overview

- A. Provide a brief description (not to exceed 250 words) of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The proposed concentration in English Education under the Ph.D. in English will prepare students to become national leaders in the field of English Education as tenure-track faculty at research universities and teaching colleges, as well as secondary English language arts curriculum specialists for school districts, state and federal departments of education, and private education agencies.

2. Impact Assessment

- A. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc?

Overview of the Discipline:

English Education is a specific discipline that combines secondary English language arts content and pedagogy. English Education programs across the nation handle the English language arts component of secondary (grades 7-12) teacher certification and prepare future university English Education professors and scholars. English Education professors conduct research and write articles and books for scholarly journals and professional teachers, they shape the teaching of secondary English, often emerging as key figures in local, state, and national debates and policy decisions. Typically English Education faculty have public school teaching experience, graduate and doctoral level degrees in English education, and extensive knowledge about the teaching of literature, language, and composition. English Education faculty and curriculum specialists must have at least 2 years of secondary English language arts teaching experience to be eligible and competitive for the job market. In many institutions, methods courses taught by English education professors are required by state and national accrediting institutions, such as the National Council for Accreditation of Teacher Education (NCATE). English Education programs and faculty are housed in English or Education departments, depending on the institution. At Arizona State University, the English Education programs and faculty are housed within the Department of English.

Need for the New Concentration:

The Ph.D. program with a focus in English Education has a complicated history. This program has always been directly tied to Mary Lou Fulton Teachers College (MLFTC) in the past. Originally, the Ph.D. program with a focus in English Education was among the interdisciplinary partnerships between the content areas (history, English, music, art, PE, etc.) and the Mary Lou Fulton College of Education (MLFCOE), housed in the Graduate College. The English Education faculty has always been housed within the Department of English while the Ph.D. degree was designated a Curriculum and Instruction degree within the MLFCOE. Under this partnership, students completed their coursework in both the Department of English and the MLFCOE. English Education faculty acted as chairs for the English Education concentration and collaborated closely with the Literacy faculty from MLFCOE, who also acted as Ph.D. committee members. Between 2001 and 2006, the English Education Ph.D. concentration, under the above structure, grew from 1 student to 20 and the English Education faculty within the Department of English grew from 2 to 5 professors to accommodate the burgeoning program. In 2006, the interdisciplinary PhD in Education (history, English, art, PE, etc.) moved to the Mary Lou Fulton College of Education, now the Mary Lou Fulton Teachers College (MLFTC).

In 2010, a reorganization of the teacher preparation and graduate education program took place across all four campuses. Financial considerations forced the MLFTC to reassess all of their Ph.D programs, including the interdisciplinary program in Curriculum and Instruction. The Ph.D programs in MLFTC are currently on hold. Plans for a new Ph.D program in MLFTC do not include resources and admissions for a program with a focus in secondary English Education. The proposed concentration in English Education under the Ph.D. in English will continue our graduate program in secondary English Education and will not compete with the Ph.D programs in MLFTC. The faculty, resources, and structure for this program are all in place within the Department of English; however, a new concentration in English Education under the Ph.D. in English is required to continue our training of English Education doctoral students. We plan to continue our long history of collaboration with MLFTC faculty and programs. Students in the Ph.D. concentration in English Education will have opportunities to pursue coursework outside of the Department of English in the Mary Lou Fulton Teachers College. They will also be encouraged to include members of MLFTC on their doctoral committees and to collaborate on research and teaching opportunities in MLFTC through faculty invitation only. Students will also have opportunities to serve as site supervisors for secondary English language arts student teachers receiving certification and training through MLFTC.

Direction of the Discipline:

The concentration in English Education under the Ph.D. in English in the Department of English within CLAS will connect studies in English, reading, literature, composition, and theory to prepare future university faculty and content-area specialists to: 1) conduct research examining English language arts teaching practices in secondary schools, 2) examine the writing, reading and language practices of 7th-12th grade students, and 3) train, mentor and supervise pre-service and in-service secondary English language arts teachers. The concentration in English Education under the Ph.D. in English will also prepare future university faculty and content-area specialists to become scholars in specific areas within the field of English Education, including: young adult and multicultural literature, secondary reading and writing practices and assessment, new literacies, rhetoric, culturally responsive pedagogy, secondary English language learning, and 7th-12th grade English language arts curriculum development.

Our current English Education faculty members include nationally and internationally recognized leaders in a range of English-related fields, including secondary writing instruction, English Language Learning policy, multicultural young adult literature, and literacy in urban contexts. These faculty members hold positions within national and international professional organizations, such as the International Reading Association, the National Writing Project, the National Council of Teachers of English, and Assembly on Literature for Adolescents, Arizona English Teachers Association, as well as the Arizona Department of Education.

The English Education faculty has also established strong research connections in secondary English language arts classrooms throughout the greater Phoenix area. We provide leadership for the Arizona English Teachers Association, sponsor its annual conference, and host its website for the National Council of Teachers of English. Under the jurisdiction of the MLFTC's Office of Field Experiences, our faculty and doctoral students supervise all secondary English language arts student teachers during their semester of field experience. We also direct the Central Arizona Writing Project, an affiliate of the National Writing Project, which provides professional development and research opportunities for K-12 teachers of writing. These professional research, supervision, and development opportunities will be incorporated into the degree program in the form of internships. Doctoral students within the proposed concentration in English Education under the Ph.D. in English will be required to take 3 internships to gain first-hand experience with faculty-led secondary English language arts classroom based research projects, secondary English language arts teacher supervision, and professional service in the field of English Education.

Market Demand:

There is a long-term need and ongoing crisis in the production of English Education faculty at the university level. Tenure-track positions for professors of English Education have for many years been short on applicants. Whereas English professors in many specialties may enter a highly competitive job market, in the specific case of English Education, there are far more universities with need for English Education faculty than there are institutions producing doctoral graduates in this area of expertise. In the past, we have had a remarkable record of success in placing graduates from our program in professional positions. Under the previous interdisciplinary degree with a concentration in English Education, 21 graduates out of 23 were hired in university and teaching tenure-track faculty positions or in positions as curriculum specialists in English Education. Each year, we have a growing number of applications and receive interest from applicants across the nation interested in pursuing a doctoral program with an emphasis in English Education. The demand for doctoral programs in English Education clearly exceeds supply.

- B.** Please identify other related ASU programs and outline how the new concentration will complement these existing ASU programs? **(If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)**

With the recent loss of the Ph.D. program devoted to secondary English Education through MLFTC, the graduate resources developed for English Education studies within the Department of English in terms of financial support, faculty, and curriculum, no longer has application. Furthermore, the national and regional needs for future faculty and curriculum specialists in English Education are no longer being met. As with the previous PhD program, we envision continuing our collaboration with MLFTC at the graduate level by including their faculty members on our graduate committees and including their coursework in our program requirements. The concentration in English Education under the Ph.D. in English will complement doctoral programs in the MLFTC, including the Ph.D. in Educational Leadership and Policy Studies and the Ph.D. in Educational Technology, which prepare candidates for administrative and technical roles that are important to schools and school districts but are not content specific. Creating a new concentration in English Education under the Ph.D. in English, designed and implemented by faculty in the Department of English in CLAS, will allow professors with expertise in the field of secondary English Education to center graduate coursework and research on secondary English language arts content, pedagogy, research, and theory along with MLFTC faculty who have expertise in other areas in the field of Education (i.e. research methods, special education, educational policy, school law, educational technology, etc.).

- C.** Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in these degree programs. **(Please include relevant Memoranda of Understanding regarding this interdisciplinary concentration from all applicable academic units.)**

This is not an interdisciplinary concentration. The proposed concentration in English Education under the Ph.D. in English will be based in the Department of English. The faculty, coursework, resources, and programmatic structure will all fall under the Department of English.

3. Academic Requirements and Curriculum

- A. What are the total minimum hours required for the major and degree under which the proposed concentration will be established?

The proposed concentration in English Education under the Ph.D. in English degree program requires a total of 84 credit hours. There must be a minimum of 54 credit hours beyond the master's level, including a minimum of 12 credit hours of dissertation.

- B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear on the departmental website, or other source (please indicate source). Please also list all undergraduate and graduate degrees and/or related disciplines that are required for admission to this concentration program.

Admissions Criteria:

The admission criteria for the proposed concentration in English Education under the Ph.D. in English degree program will include the following:

All applicants for admission to the program must be approved by the doctoral admissions committee in the Department of English and by the Graduate College. There are several requirements for admission, none of which will be arbitrarily disregarded, and the best applicants will meet or exceed all of these criteria. However, the Admissions Committee will consider the individual aspects of each application. For more information, see the Department of English Application Procedures (<http://english.clas.asu.edu/gradstudies-application>).

Deadline: January 15th. Application for admission with all supporting documents must be received by January 15th. If the applicant wishes to be considered for financial aid, including teaching assistantship, for the following fall semester, the deadline is also January 15th. (Note: There is a September 15th deadline for international students who are not seeking funding from the Department of English or ASU. This early deadline exists because most countries and governments require advanced notice for students to apply for visas for international travel and study abroad. If international students are seeking funding from the Department of English or ASU, the deadline is January 15th).

Undergraduate and Graduate Majors: We will consider applicants with master's degrees in English Education and related fields such as English literature, Applied Linguistics, Education, and Rhetoric and Composition.

Cumulative Grade Point Average: We will require that applicants have at least a 3.50 GPA in all previous graduate work.

Teaching Experience: A minimum of three years full-time teaching or volunteer work in secondary English language arts classrooms or in literate-rich settings (i.e. Peace Corps, community organizations, and libraries) is preferred. We are requiring this teaching experience because this type of experience is a specifically required for faculty and curriculum specialist jobs within the field of English Education for which we want to prepare our doctoral students.

Graduate Record Examination: Applicants must submit scores on the GRE. The GRE scores will be considered in the context of applicant's overall portfolio application materials.

International Students: International students must have an official Test of English as a Foreign Language (TOEFL) score report sent to the Graduate College by ETS to the following address:

Graduate College
Graduate Admissions
Arizona State University
1120 S. Cady Mall INTDSB

P.O. Box 871003
Tempe, AZ 85287-1003
480-965-6113

Letters of Recommendation: At least three letters of recommendation from individuals who can address the applicant's overall promise in English Education (i.e. secondary principals, secondary English teachers, former professors, etc.).

Statement of Interest: The Statement of Interest (SOI) should articulate the applicant's interest in the program, and how the applicant's background and preparation led to his or her specific career and research goals. Although applicants will not be expected to have a definite research topic, the SOI should articulate the specific domain or research area the applicant hopes to pursue and possible research questions.

Academic Writing Sample: Provide a writing sample that provides strong evidence of academic writing ability.

Resume or CV: Your CV should include your name, academic institutions attended, degrees earned, work and/or teaching experience, academic and non-academic honors and awards, and any publications or presentations at conferences.

Official Transcripts: Official Transcript should be sent to ASU Graduate Enrollment Services, Box 1003, Tempe, AZ 85287-1003.

- C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies. As applicable, please also address the courses that must be taken to remedy any relevant deficiencies for incoming students.

English Education applicants may differ with regard to their prior experience and preparation. A student's academic advisor, in consultation with the Program Director and Program Oversight Committee, may address potential redundancies in a student's program requirements with prior academic preparation by: (1) Allocating a maximum of 30 credit hours from previously completed graduate work (their master's program) toward English Education program requirements and/or (2) Permitting the student to take additional elective courses in lieu of introductory courses covered in an undergraduate or masters program.

- D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed concentration program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

Outcomes and Assessment:

Proposed Concentration in English Education under the Ph.D. in English

General Outcome #1: The program will prepare students to undertake and successfully complete original research in English Education.

Specific Outcome#1a: Students will achieve an *understanding* of several key content areas of study within the field of English Education (i.e. teaching young adult literature, secondary reading and writing practices, new literacy practices for 7th-12th grade students in English language arts classrooms, secondary English language learning, and 7th-12th grade English language arts teaching practices and curriculum development) as well as an understanding of the theoretical concepts and methodological tools necessary to conduct original research in the field of English Education (i.e. sociocultural learning theories, literacy sponsorship, research methods for examining secondary English language arts classrooms and teachers, textual analysis, interview, case study). This understanding will include information literacy, the ability to access and retrieve research results relevant to the student's research program. It will also include the ability to integrate the theoretical and methodological approaches of at least some of these areas into their research.

Specific Outcome #1b: Students will achieve *mastery* of at least one of the key content areas of study within the field of English Education. They will thus be able to thoroughly read and critically analyze the literature in this field from a variety of theoretical and methodological perspectives.

Specific Outcome #1c: Students will achieve an *understanding* of a range of methodological and analytical techniques (such as textual analysis, interviews, case study, classroom based studies in secondary English language arts classrooms, secondary teacher action research groups, literary analysis, writing and reading workshops) used in English Education. They will achieve *mastery* in the use and application of one or several of these techniques, which they will use in their own dissertation research.

Specific Outcome #1d: Students will achieve an *understanding* of the research process in the field of English Education, including research design and the development of relevant and pragmatic research questions, the use of applicable methodologies, and literature review, grant, and proposal writing. They will achieve a *mastery* of the skills relevant to designing and carrying out their own research.

Assessment (POS): Students will develop a plan of study (POS), designed to allow them to achieve the above outcomes. The POS must be approved by the Director of the Ph.D. in English, concentration in English Education program and by their committee chair.

Assessment (research methods course): Students will complete ENG 500, with a grade of B or better, a Research Methods in English Education class (see Section F below). The Research Methods in English Education course is a required course for all students in the program and will provide an intensive overview of current research methodology in the field of English Education as well as an overview of the kinds of writing (proposals, literature review, and research design) expected in the field.

Assessment (GPA): Students will complete all courses on their POS with a grade of B or better and overall GPA of 3.2 or higher.

Assessment (annual review): Each spring, students will submit a written statement regarding their goals, progress, and activities to the English Education Area Committee within the Department of English. The Committee will then evaluate students in relation to their goals and the structure of the program, and students will receive one letter (usually written by their advisor) informing them of the results of this annual evaluation.

Assessment (written comprehensive exam): Students prepare a written portfolio of three scholarly papers focused on their primary areas of research and teaching specialization. One of the papers may be a comprehensive literature review in an area of research specialization. Then, once the portfolio has been judged acceptable and in consultation with their advisors, students choose to take either an oral or a written exam. The examination is designed for the student by her/his committee. It assesses the breadth of the student's understanding as well as their mastery of their chosen area of expertise within the field of English Education as well as the specific theoretical and methodological frameworks they want to adopt for their own research. The examination is also intended to help the student prepare for dissertation research.

Assessment (proposal): As part of the coursework students complete (with a grade of B or better) a class which includes research design and proposal writing in the field of English Education. Then, as the final step before advancement to candidacy, students prepare a dissertation proposal (in MLA or APA format), which is approved by the supervisory committee and is the basis of the oral component of the doctoral comprehensive examination. When appropriate, students are encouraged to submit the proposal to an external funding agency and/or a doctoral dissertation fellowship program.

Assessment (dissertation): The dissertation must meet the standards for publication in leading journals in the field of English Education, or those in relevant allied fields.

General Outcome #2: The program will prepare students to contribute professionally to the field of English Education, in research, teaching, and service.

Specific Outcome #2a: Students will achieve an *understanding* of at least one area specialization relevant to English Education (i.e. young adult literature, secondary reading practices, secondary writing practices, the teaching of secondary English language arts). They will thus be able to read the literature in that area, communicate professionally and/or collaborate with researchers and educators in that area, and draw on that area in their own research.

Assessment:

- Students will complete, with a grade of B or better, at least two courses focused on their area of specialization, which will provide them with intensive background in their selected area of expertise in English Education.
- Students will report on their continuing (i.e. beyond the classroom) education in that area of expertise in their annual evaluations.

Specific Outcome #2b: Students will learn professional research and communication skills, both oral and written.

Assessment: Students will be expected to engage in at least one of the following (which will be considered as part of the annual evaluation):

- Presentation of their research at local, regional, or national conferences in English Education.
- Publication of their research, often begun by co-authoring with their faculty advisors.
- Participating in large research projects, as a research assistant or collaborator on faculty run projects.
- Becoming involved in relevant professional organizations.
- Participation in the Central Arizona Writing Project or young writer’s camp.

Specific Outcome #2c: Students will develop expertise in supervising secondary English language arts teachers and in teaching English language arts content and methods to secondary English language arts teachers.

Assessment: Students will complete with a grade of B or better, three Internships (ENG 784). As part of their POS, students will take three Internships which will focus on either the supervision of secondary English language arts teachers, research in collaboration with her/his advisor in a secondary English language arts classroom setting, or assisting in the teaching of an undergraduate English Education methods course (i.e. young adult literature, methods of teaching secondary writing, or teaching the novel in the secondary English language arts classroom).

Specific Outcome #2d: Students will be able to articulate the concepts, methods, and theoretical framework of their own research and English Education in general, clearly and succinctly, in both oral and written media. They will garner substantial experience communicating with professors of English Education as well as at least one kind of non-academic audience (7-12 students, teachers, and principals, the general [adult] public, parents and community members).

Assessment: Depending on the student’s focus or area of specialization, various means may be used to assess this outcome:

- Many of the Internship opportunities will involve projects that include research, supervision, and teaching in secondary English language arts classrooms or secondary English language arts settings and thus will involve important public and professional communication skills. Students’ abilities in these areas will be assessed by both course instructors and in their annual evaluation.
- Students will be encouraged to engage in some public communication activities (such as teaching in K-12 secondary English language arts classrooms and involvement in local and state initiatives regarding English Education and planning and presenting at the Arizona English Teachers Association Conference) and this engagement will be considered as part of students’ annual evaluations.

E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 3.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).

The assessments for achieving the knowledge, competencies, and skills are included in section 3.D. above. Assessment s is included under each of the specific outcomes.

F. Please provide the curricular structure for the proposed concentration.

- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost’s office through the Curriculum ChangeMaker online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

| Required Core Courses for the Degree | | | Credit Hours |
|---|-------------------------|-----------------------------|---|
| (Prefix & Number) | (Course Title) | (New Course?) Yes or No? | (Insert Section Sub-total) 3 |
| ENG 500 | Research Methods | No | 3 |
| Required (Restricted Elective) Concentration Courses | | | Credit Hours |
| (Prefix & Number) | (Course Title) | (New Course?) Yes or No? | (Insert Section Sub-total) 12 |

| | | | |
|---|--|---|---|
| | Students will choose 12 credit hours of coursework from the attached list of 500 level courses (See Attachment A) | | 12 |
| Elective or Research Courses <i>(as deemed necessary by supervisory committee)</i> | | | Credit Hours |
| <i>(Prefix & Number)</i> | <i>(Course Title)</i> | <i>(New Course?) Yes or No?</i> | (Insert Section Sub-total) 12 |
| | Students will choose from the attached list of 600 level courses (see Attachment A). | | 12 |
| Culminating Experience <i>E.g. - Capstone project, applied project, thesis (masters only) – 6 credit hours) or dissertation (doctoral only) – 12 credit hours) as applicable</i> | | | Credit Hours (Insert Section Sub-total) 18 |
| ENG 792 Research | | | 6 |
| ENG 799 Dissertation | | | 12 |
| Other Requirements <i>E.g. - Internships, clinical requirements, field studies as applicable</i> | | | Credit Hours (Insert Section Sub-total) 9 |
| ENG 784 –Internship | | | 9 |
| <i>For doctoral programs – as approved by the student’s supervisory committee, the program can allow 30 credit hours from a previously awarded master’s degree to be used for this program. As applicable, please indicate the total credit hour allowance that will be used for this program.</i> | | | * 30 hours will come from the masters |
| Total required credit hours | | | 84 |

G. Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). **Please note:** If this proposed initiative will be offered **completely** online, clearly state that in this section.

Courses in this concentration will be delivered primarily face-to-face but may also be offered as hybrid or online courses.

H. Please **describe** the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).

The proposed concentration in English Education under the Ph.D. in English will require 84 credit hours, a Comprehensive Exam, a Dissertation Proposal, and a Dissertation. Each of these requirements is detailed below:

Comprehensive Exams:

The Ph.D. written examination process involves three papers focused on the student’s primary areas of research and teaching specialization. One of the papers may be a comprehensive literature review in an area of research specialization. The bibliography for this literature review will be constructed by the student in consultation with

the committee and will accompany the other two papers for formal evaluation by the committee. Students should have an approved iPOS on file and a committee appointed before submitting the portfolio.

PART I – Portfolio of Three Scholarly Papers: Students will give to the graduate program manager three copies of each paper that will serve as the material for the exam, and the *Ph.D. Examination, Part I--Portfolio Review and Statement of Intent* form. The committee will assess each of the papers and judge them (a) acceptable, (b) acceptable with minor revisions, (c) acceptable with major revision, or (d) unacceptable. The committee has the option of awarding an extraordinary portfolio a "Pass with Distinction." A summary of the committee's evaluation, provided by the chair of the committee, will be made available to the student who should feel free to consult with the chair and members of the committee for clarification about revisions that might have been requested. Students whose portfolios are judged to be unacceptable will not be allowed to continue in the program.

Portfolios must be submitted by October 31 for the fall semester and March 31 for the spring semester if a report is expected during the semester of submission. A student will normally present the portfolio in the semester prior to taking the oral examination, but if the portfolio is submitted early enough in any given semester to allow for an early report, and if all members of the supervisory committee are agreeable, it is possible to schedule the oral examination in the same semester.

Students preparing for the portfolio are expected to work closely with the chair of the supervisory committee as the primary source of advice in the preparation of the papers, including approval of the choice of papers. It is helpful to keep in mind that the portfolio's intent is to demonstrate that the student is able to produce scholarly work at a level expected by the profession and consistent with the degree program. Essays may be revised versions of work submitted in courses, but they must bear no grade or comment. Because papers submitted in the portfolio will be read more critically than is often the case with course work, students should not assume that a term paper favorably evaluated in a course will meet the scholarly standard required of a successful portfolio essay (a student who expects to use a course paper in the portfolio might ask the professor for whom it is written to read and evaluate it with that goal in mind). In both length and in level of scholarship, the papers should be modeled after articles published in specific scholarly journals in the field of English Education.

PART II – Exam: After the portfolio has been judged acceptable and in consultation with their advisors, students choose to take either an oral or a written exam.

Oral Examination: For Part II of the examination, the committee will prepare questions for an oral examination based on the student's bibliography and will be responsible for evaluating the student's performance in that examination. The purpose of the oral examination is to demonstrate that the candidate has an appropriate and readily accessible knowledge of representative primary and secondary works in the area(s) of specialization and the dissertation topic. During the examination session, students will demonstrate not only that they have a detailed knowledge of the material contained on their book list, but that they are able to think critically about the items and are able to generate ideas that bring various items on the list together competently and creatively. Students will be given a range of questions from specific interpretations of items on the book list to broader questions that explore general concepts and issues raised by the books on their list.

The oral examination will last approximately one and a half hours and will be conducted by the student's dissertation committee. The examination will be tape-recorded for documentation purposes. The tape will be kept in the student's file, accessible to the committee and the student, until graduation. Students will not be allowed to bring in notes, though they will be provided with a pad of paper and a pencil if they should want to jot down ideas during the examination. Before questioning begins, students will make a brief presentation (10 minutes) explaining the rationale behind their bibliography. Committee faculty will take turns asking questions, allowing for follow-up questioning. Each committee member will submit questions to the committee chair (approximately two questions per committee member). Approximately six questions, exclusive of follow-up questions, will comprise the exam. At the end of the examination, the student will be excused from the room, and the committee will discuss the student's performance. Each committee member will fill out the form using a number equivalent (3=high pass, 2= pass, 1=low pass, 0= fail) to evaluate the student's performance. The student will be called back into the meeting so that the committee can convey to the student its assessment of the examination. Students who fail the exam may re-take it once. Depending on the circumstances and reasons for failure, students are expected to re-take the exam no later than the end of the following semester.

OR:

Written Examination: A four-hour written exam in the student's area of specialization will be scheduled by mutual agreement between the student, the chair of the committee, and the other committee members.

For Part II of the examination, the committee will prepare a written examination based on the student's bibliography and will be responsible for evaluating the student's performance in that examination. Just as the portfolio is meant to test a specific attainment, the ability to produce professional scholarly writing, so the purpose of the written examination is to demonstrate that the candidate has an appropriate knowledge of representative primary and secondary works in the area of specialization and the dissertation topic. The department expects that the examination will be broader in scope than the dissertation (which is the subject of the third part of the examination process, the colloquy on the dissertation prospectus). As with the oral examination, students can receive a high pass, pass, low pass, or fail.

Dissertation Proposal: Successful completion of the examination will be followed by a colloquy on the dissertation prospectus. This colloquy may be scheduled in the same semester as the written examination but no later than the semester following that examination. The subject of the dissertation will be decided in consultation with the student's supervisory committee and with the approval of the director of the PhD program. The prospectus, especially the research plan and procedure, constitutes the basis for the colloquy with the supervisory committee. After the defense of the prospectus, the student must submit the signed *Report of Doctoral Prospectus* form to the graduate program manager for candidacy processing.

Defense of the Dissertation: Students can track the completion of milestones on MyASU, including coursework completion, the approved iPOS, language requirement, Ph.D. exams, and dissertation prospectus. When all milestones have been met, the Schedule a Defense tab will become available. Students taking exams in between terms must be registered for the next session (e.g., after spring and before summer, students must be registered for summer). The student should confer with members of the supervisory committee to determine the preferred procedure for submitting chapters of the dissertation (for example, whether each member of the committee wishes to examine, along with the chair, each separate chapter or only the complete first draft).

- I. Please **describe** any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).

Students will be required to complete 3 internships (internships will count for 3 credit hours for a total of 9 credit hours). One internship will be in research, one in the supervising of secondary English teachers, and one in the teaching or co-teaching of an undergraduate college course in the field of English Education. Students should work with at least two different faculty members and should not take more than one internship in the same semester.

- J. **For interdisciplinary programs**, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).

This program will not be interdisciplinary. While we will consider applicants with master's degrees in English Education and related fields such as English literature, Applied Linguistics, Education, and Rhetoric and Composition, all of these fields are related closely enough to provide the background necessary to pursue the proposed concentration without a need for core competencies as a prerequisite.

4. Administration and Resources

- A. How will the proposed concentration be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed concentration program be met?

James Blasingame, Associate Professor of English, will serve as the faculty director of the Ph.D. program in English with a concentration in English Education. Dr. Blasingame will serve as the chief source of

administration and advisement related to students' admission and retention in the program until students form supervisory committees for their comprehensive exams and dissertation.

Sheila Luna, the Graduate Coordinator for the Department of English, will manage the Ph.D. program in English with a concentration in English Education. She currently manages the doctoral programs in Literature, Rhetoric/Composition & Linguistics, and Applied Linguistics; the Master's of Teaching English to Speakers of Other Languages; and the M.A. programs in Literature, Linguistics, Rhetoric, and Comparative Literature. She also coordinates admissions, advising, funding, recruitment, and manages a dossier service.

Tina Norgren will serve as the Administrative Assistant for the Ph.D. program in English with a concentration in English Education. She will collect all admissions materials and work closely with Sheila Luna to administer this program.

- B. How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?

Three to four students will be admitted immediately following final approval of the concentration. The enrollment projection for the next three years is 12 students.

- C. What are the resource implications for the proposed concentration, including any projected budget needs? For Doctoral students, how will the students be supported financially? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

No new resources are needed. We already have five faculty members who specialize in English Education within the Department of English. Most doctoral programs in English Education across the country have far fewer core faculty in this area. We want to emphasize that we are starting with a strong base of scholars and leaders in the field and we have the potential to be a leading program in English Education in the nation. The Department of English has promised to continue offering 1-2 teaching assistantships per year to help support doctoral students in English Education. Students who receive teaching assistantships through the Department of English will also have opportunities share in the Writing Programs' teaching assistant training where they will serve as teachers of Composition 101, 102, 105, and 107, helping to provide a bridge between high school writing and university writing. This is not a degree requirement for the program.

- D. Please list the primary faculty participants regarding this proposed concentration. For interdisciplinary concentrations, please include the relevant names of faculty members from across the University.

| Name | Title | Area(s) of Specialization as they relate to proposed concentration |
|------------------|--|---|
| James Blasingame | Director of English Education, Associate Professor | Young Adult Literature, Secondary Writing |
| M. Beatriz Arias | Associate Professor | Language Policy, Teacher Preparation, Second Language Learners |
| Jessica Early | Assistant Professor | Secondary Writing and Reading |
| Christina Saidy | Assistant Professor | Writing Theory and Pedagogy |

| | | |
|--------------|--------------------|---|
| Laura Turchi | Clinical Professor | Preservice Teachers, Secondary Teacher Research |
|--------------|--------------------|---|

E. Is there a graduate faculty structure for this concentration program that will differ from the original degree program graduate faculty structure (**for PhD programs only**)? If yes, please include the name of the graduate faculty group and whether they will participate in offering this concentration.

The graduate faculty structure from this concentration will not differ from the original degree program.

5. Additional Material — Please attach any additional information that you feel relates to the proposed concentration. (Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Approvals (if the proposal submission involves multiple units, please include letters of support from those units)

| | |
|-------------------------------------|-------|
| DEPARTMENT CHAIR or SCHOOL DIRECTOR | |
| _____ | _____ |
| SIGNATURE | DATE |
| DEAN (Please print or type) | |
| _____ | _____ |
| SIGNATURE | DATE |

The following section will be completed by the GC following the recommendations of faculty governance bodies.

| | |
|--|-------|
| EXECUTIVE VICE PROVOST FOR ACADEMIC AFFAIRS AND DEAN OF THE GRADUATE COLLEGE | |
| _____ | _____ |
| SIGNATURE | DATE |

Please note: Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), and the Office of the Provost before they can be put into operation.

The final approval notification will come from the Office of the Provost.

GF0311E-92

Attachment A**1. Required (Restricted Elective) Concentration Courses – (Students will select 12 credit hours)**

| | |
|---------|--|
| COE 502 | Introduction to Data Analysis |
| COE 503 | Introduction to Qualitative Research |
| ENG 502 | Contemporary Critical Theories |
| ENG 503 | Comparative Literature, Theory, and Practice |
| ENG 504 | Cross-Cultural Studies |
| ENG 505 | Writing Workshops |
| ENG 506 | Methods and Issues in Teaching Language |
| ENG 507 | Methods and Issues in Teaching Composition |
| ENG 517 | History of the English Language |
| ENG 540 | Teaching Young Adult Literature |
| ENG 551 | Rhetorical Traditions |
| ENG 552 | Composition Studies |
| ENG 553 | Technologies of Writing |
| ENG 554 | Rhetorics of Race, Class & Gender |
| ENG 556 | Theories of Literacy |
| ENG 580 | Practicum |
| ENG 584 | Internship |
| ENG 590 | Reading and Conference |
| ENG 591 | Seminar |
| ENG 592 | Research |
| ENG 598 | Special Topics |
| LIN 500 | Research Methods |
| LIN 510 | Linguistics |
| LIN 516 | Pragmatics and Discourse Analysis |
| LIN 517 | History of the English Language |
| LIN 520 | Second Language Acquisition Theories |
| LIN 521 | Methods of Teaching English as a Second Language |
| LIN 522 | Grammar Test for TESL |
| LIN 523 | Language Testing and Assessment |
| LIN 524 | Curriculum Design and Material Development |
| LIN 598 | Special Topics (1-4) |
| APL 500 | Research Methods |
| APL 592 | Research |
| APL 598 | Special Topics |

2. Elective or Research Classes – (Students will select 18 credit hours)

| | |
|---------|---|
| APL 600 | Research Methods |
| APL 601 | Intro to Applied Linguistics |
| APL 690 | Reading and Conference |
| DCI 691 | Seminar: Ethnography of Education |
| EDP 550 | Introduction to Measurement in Education |
| EDP 554 | Analysis-of-Variance Methods |
| EDP 651 | Methods and Practices of Qualitative Research |
| EED 730 | Discourse Analysis in Education |
| EDT 598 | Special Topics |
| EDT 691 | Seminar: Virtual Worlds for Education |
| DCI 701 | Curriculum Theory and Practice |
| DCI 702 | Interdisciplinary Research Seminar |
| COE 502 | Introduction to Data Analysis |
| COE 503 | Intro to Qualitative Research |
| DCI 791 | Seminar: Advanced Qualitative Research |
| ENG 602 | Advanced Studies in Theory/Criticism |
| ENG 604 | Interdisciplinary Cultural Studies |
| ENG 606 | Advanced Studies English Education |
| ENG 651 | Advanced Studies-History and Theories of Rhetoric |
| ENG 652 | Advanced Composition Studies |
| ENG 654 | Advanced Studies in Rhetoric, Writing, Technology and Culture |

| | |
|---------|--|
| ENG 655 | Disciplinary Discourses |
| ENG 656 | Studies in Cross-Cultural Discourse |
| ENG 667 | Issues in the Writing Professions |
| IED 530 | Language and Literacy of Indigenous People |
| LIN 615 | Advanced Studies in Socio-linguistics |
| LIN 616 | Advanced Studies in Discourse Analysis |
| LIN 617 | Advanced Studies in Historical Linguistics |
| LIN 620 | Advanced Studies in Second Language Acquisition |
| LIN 655 | Disciplinary Discourses |
| LIN 656 | Studies in Cross-Cultural Discourse |
| SPF 691 | Seminar: Advanced Qualitative Methods in Education |



MEMORANDUM

TO: Curriculum Committee

FROM: Elizabeth Langland, Interim Dean of Humanities

A handwritten signature in blue ink, appearing to read "Elizabeth Langland".

DATE: April 13, 2012

RE: Proposal for a new graduate concentration in English Education under the Ph.D. in English

I am delighted to support the proposed new graduate concentration in English Education under the Ph.D. in English. This new concentration is another initiative that will enhance the quality of teachers in our schools.

Office of the Vice Provost and Dean

Fulton Center, Suite 145, 300 East University Drive
PO Box 876505, Tempe, AZ 85287-6505
(480) 965-3391 FAX: (480) 965-1093
[http:// www.asu.edu/clas/](http://www.asu.edu/clas/)

Feb. 17, 2012

MEMO TO: Maureen Goggin, Chair, English Department
FROM: Suzanne Painter, Director, Division of Educational Leadership and
Innovation
RE: Proposed PhD

Mary Lou Fulton Teachers College has no objection to the proposed PhD in English Education.

We anticipate that this offers opportunities for collaboration between the English Department and Teachers College as we have faculty with expertise in the area.