

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: EWGL 3-2-11

Proposal Title Revision to M.A. in English Education 3-2-11

Originating Department English

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> <i>Malin Pereira signed by RLP</i> [print name here] <u>Malin Pereira</u>
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Jason Flores</i> Print name: <u>JASON FLORES</u>
			Approved	<u>COLLEGE FACULTY CHAIR</u> Print name:
			Approved	<u>COLLEGE DEAN</u> Print name here if signing on behalf of Dean:
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

University of North Carolina at Charlotte

Revised M.A. in English Education

Course and Curriculum Proposal from the Department of English

Program Revision of the M.A. in English Education

A. PROPOSAL SUMMARY AND CATALOGUE COPY

1. Summary

The English Department in consultation with the College of Education and as part of the re-visioning of teacher education and licensure required by the NC Department of Public Instruction proposes to revise the M.A. in English Education from its current 38 hours to a 33 hour degree. The revision includes changing two, four-credit courses (ENGL/EDUC 6274 Contexts and Issues in the Teaching of English) to two, three-credit courses; the reduction of the professional education course requirements by 3 hours and requiring EDUC 5100, Diverse Learners, which had been an elective; and the option of a six credit thesis , which is currently required of all students, or a three-credit project (with students taking the other 3 credits as coursework either in English or Education that relates to the project that is proposed).

2. Proposed Catalog Copy

Designed for experienced middle and secondary English teachers, the M.A. in English Education qualifies graduates for the Master's/Advanced Competencies "M" license in English Education. The program includes core courses taught by faculty in the English Department and the College of Education which focus on issues in the teaching of English and on research methods and advanced study in English and professional education, including a core course in teacher leadership. Aligned with the 1997 North Carolina Excellent Schools Act and the proposition of the National Board for Professional Teaching Standards, the program prepares graduates to become master teachers who are (1) self-directed in their personal and professional growth as educators, (2) responsive to children's differences influenced by development, exceptionalities, and diversity, (3) well grounded in the content and pedagogy of English/Language Arts curriculum, (4) self-reflective, self-evaluative, educational researchers, and (5) collaborative leaders.

Additional Admission Requirements

In addition to the general requirements for admission to the Graduate School, applicants must: 1) hold the "A" license in Secondary English or Middle Grades Language Arts from the North Carolina Department of Public Instruction (or its equivalent from another state), 2) have at least two years experience of full-time teaching in the secondary or middle grades classroom, 3) have an undergraduate GPA of 2.75 overall and 3.0 in the junior/senior years and thirty hours of

undergraduate course work in English beyond the freshman level, or evidence of equivalent academic preparation, 4) submit a satisfactory essay that provides a statement of purpose for Master's degree study.

Degree Requirements

The M.A. in English Education Program requires completion of at least 33 semester hours of graduate credit with grades of A or B in approved courses including:

English Specialization Requirements (12 Hours)

12 hours of graduate-level English courses selected in consultation with the Program Coordinator. The program's 12 hours of content specialization courses are not free electives, but a planned program of study identified upon the students' enrollment in the program as part of the students' overall professional and program plan.

At least 18 hours of course work in the program must be in English or Education courses at the 6000 level.

Professional Education Requirements (12 Hours)

ENGL/EDUC 6274 Contexts and Issues in the Teaching of English (3)

MDSK 6260 Principles of Teacher Leadership (3)

EDUC 5100 Diverse Learners (3)

Also, 3 additional hours of graduate-level Education courses selected in consultation with the Program Coordinator. The program's professional courses are not free electives, but a planned program of study identified upon the students' enrollment in the program as part of the students' overall professional and program plan.

Research Requirements (9 Hours)

ENGL/EDUC 6674 Applied Research Methods in the Teaching of English (3)

Either ENGL/EDUC 6974 Thesis Project in the Teaching of English (6)

Or

ENGL/EDUC 6974 Project in the Teaching of English (3) and an additional course either in ENGL or in MDSK/EDUC (3)

The Master's Thesis or Project is a formal piece of scholarship that investigates a particular problem in English education and attempts to provide either data-based practical solutions to the problem or a philosophical/theoretical exploration of the problem and its implications for the classroom. Following the approval from the student's thesis committee or project director, the candidate must present the findings in a professional manner at a level expected of a master teacher.

Assistantships

Assistantships are awarded on a competitive basis through the Department of English and the Department of Middle Grades, Secondary, and K-12 Education.

Licensure

The M.A. in English Education qualifies graduates for the Master's/Advanced Competencies "M" license in English Education.

B. JUSTIFICATION

1. Background of the degree program and the rationale for degree changes

The Master of Art in English Education (M.A.) has been offered since 1999. It is a professional graduate degree that serves experienced teachers who wish to be collaborative instructional leaders who are knowledgeable, effective, reflective, and responsive to equity and diversity. The current 38 hour program leads to the North Carolina Advanced/M teaching license in 9-12 secondary English.

This program has its administrative home in the Department of English in the College of Liberal Arts and Sciences, but coursework is offered in collaboration with the College of Education, specifically the Department of Middle, Secondary, and K-12 Education.

The M. A. in English Education has been revised to reflect the Standards for Graduate Teacher Candidates and the 21st century knowledge, skills, and dispositions embedded in them. In revising the program, the faculty considered a number of additional factors, such as the decline in enrollment over the last several years, the hiring freeze taking place in many school systems, and the proposal by one urban school system to cease paying for Master's degrees.

The process used by the faculty to revision this program began in fall 2009 and concluded in spring 2010. Faculty from both the Department of English and the College of Education (Department of Middle, Secondary, and K-12 Education) took part in the process. The Graduate Coordinator in the Department of English, The Chair of the Department of English, as well as the Teacher Education Committee of the Department of English participated in discussions concerning the changes in the English content portions of the revisioning and in changes in program administration and assessment. The English Education faculty from English and Middle, Secondary, and K-12 Education served as the planning/revisioning team keeping each other abreast of the discussions within their colleges. Middle, Secondary, and K-12 Education faculty participated fully in the changes to the professional education requirements for this degree. Practicing teachers, graduates of the M.A. in English Education and teachers associated with the UNC Charlotte Writing Project were also fully involved in this revisioning.

2. Prerequisites/co-requisites

ENGL/EDUC 6274 continues to be a prerequisite for the research class ENGL/EDUC 6674. The rest of the students' program is designed in collaboration with the program director. The course in Teacher Leadership (MDSK 6260) is taken nearing completion of the program and students are admitted by permit. The thesis or project is also taken at the end of the program and students are admitted by permit.

3. Course Numbering

There are no changes in the course numbering.

4. Improvement in the scope, quality and/or efficiency

The changes that we are recommending make the Master's degree in English Education more attainable and affordable for more people in less time. We are also addressing the prospect of declining enrollment in the program due to the recommendation of one school system to eliminate increased teacher pay for master's degrees. We have examined comparable master's degree programs and find that the 33 hour proposal is more in line with peer institutions than the current 39 hour program. In addition, the reduction to 33 hours brings the MA in English Education into alignment with other MA and M.Ed. programs on campus.

C. IMPACT

1. What group of students will be served by this proposal?

Students served will continue to be middle and secondary English/Language Arts teachers who obtained their initial licensure as undergraduates.

2. What effect will this proposal have on existing courses and curricula?

The reduction of the credit hours for two courses (ENGL/EDUC 6274; ENGL/EDUC 6674) from 4 hours to 3 hours addresses the issue of time to degree for teachers who are working full-time and continuing with graduate work. In the past, courses with required clinical experiences carried 4 credit hours, but this practice has ended in the College of Education. Clinical experiences required in courses can be done within the 3 credit framework with some restructuring of the classes. This change will make the program possible for in-service teachers who are working full-time.

The reduction of the professional education course requirements by 3 hours, but specifying six of those nine hours will contribute to reducing the time to degree as well as codifying existing practices. Students will have the option of taking an additional professional education course as part of their research area if they undertake a project rather than write a thesis.

The creation of an option to the required six credit thesis retains the thesis as an extended research project and offers candidates another pathway to the degree. Having a second option will decrease the time it takes for some candidates to complete their studies while maintaining a research requirement for all English Education students.

a. When and how often will added courses be taught?

There are no new courses being proposed.

b. What effect will this proposal have on existing courses and curricula?

There should not be any changes in the frequency of course offerings, but the content of the 4 credit courses will need to change somewhat to reflect the reduction in credits to three. Because students in these classes are practicing teachers, most of the clinical experiences can happen in their own classrooms.

- c. What is the anticipated enrollment in courses added?

No new courses are being added.

- d. How will enrollment in other courses be affected?

Our aim is to increase enrollment in the program even as some districts move to pay for performance models and are cutting positions.

- e. If courses have been offered previously under special topics numbers, give details of the experience.

No special topics courses have been offered.

- f. Identify other areas of catalogue copy that would be affected.

All catalogue mentions of the program are in the English Department section of the catalogue.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL

1. Personnel

Because the M. A. in English Education is currently offered, the faculty currently teaching in the program will remain. The changes in the program do not require additional faculty.

2. Physical Facility

Our current courses have been offered in the current facilities and all faculty have office space. No new facilities will be needed.

3. Equipment and supplies

Our current courses have been offered and we do not anticipate any need for additional equipment or supplies not currently available.

4. Computer

Our current courses have been offered and we do not anticipate any need for additional computing abilities not currently available.

5. Audio-Visual

Our current courses have been offered and we do not anticipate any need for additional audio-visual equipment not currently available.

6. Other resources

No new resources are necessary to put into place this curriculum revision.

7. Indicate sources of funding for new/additional resources required.

No new resources are necessary.

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS.

1. Library Consultation

See attached.

2. Consultation with other departments or units

See attached correspondence with Dr. Warren Dibiase, Chair of Middle and Secondary Education

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit

(Add summary of action on the proposal including information on voting and dissenting options.)

2. Other Considering Units

(Briefly summarize action on the proposal by MDSK/College of Education)

G. ATTACHMENTS

ENGLISH EDUCATION
Master of Arts
33 Graduate Credit Hours

Prerequisites: Initial licensure in middle grades Language Arts or secondary English.

Required Courses (12 hrs)

ENGL XXXX _____
ENGL XXXX _____
ENGL XXXX _____
ENGL XXXX _____

Required Courses (12 hrs)

ENGL/EDUC 6274 Contexts and Issues in the Teaching of English (3)
EDUC 5100 Diverse Learners (3)
MDSK 6260 Teacher Leadership (3)
MDSK/EDUC XXXX _____

Required Courses (9 hrs)

ENGL/EDUC 6674 Applied Research Methods in the Teaching of English (3)
Either
ENGL/EDUC 6974 Thesis/Project in the Teaching of English (6)
Or
ENGL/EDUC 6974 Project in the Teaching of English (3) and
An additional course either in ENGL or MDSK/EDUC (3)

Master of Arts in English Education Program
Planning Sheet
Total of 38 hours

Name: _____ Social Security Number _____

Address: _____ Telephone _____

_____ Advisor: _____

I. Interdisciplinary Core Requirements (14 hours)

	Semester	Grade
ENGL/EDUC 6274 Contexts and Issues in the Teaching Of English (4G)	_____	_____
ENGL/EDUC 6674 Applied Research Methods in the Teaching of English (4G)	_____	_____
ENGL/EDUC 6974 Thesis/Project in the Teaching of English (6 G)	_____	_____

At least 18 credit hours of the Professional and Content Specialization Requirements must be in English or Education Courses above the 6000 Level

II. Professional Requirements (12 hours)

MDSK 6260 Principles of Teacher Leadership (3 G)	_____	_____
_____ (3 G)	_____	_____
_____ (3 G)	_____	_____
_____ (3 G)	_____	_____

III. Content Specialization Requirements (12 hours)

_____ (3 G)	_____	_____
_____ (3 G)	_____	_____
_____ (3 G)	_____	_____
_____ (3 G)	_____	_____

Memo Form

Course and Curriculum Proposal

TO: CLAS Course and Curriculum Committee and the Graduate Council

FROM: Lil Brannon, Professor of English

DATE: February 3, 2011

RE: Revision of the M.A. in English Education Program (Change of ENGL 6274/EDUC 6274 from 4 credits to 3 credits)

Summary:

The English Department in consultation with the College of Education and as part of the re-visioning of teacher education and licensure required by the NC Department of Public Instruction has submitted a long form proposal to revise the M.A. in English Education from its current 38 hours to a 33 hour degree. The revision includes changing ENGL/EDUC 6274 Contexts and Issues in the Teaching of English from a 4 credit course to a 3 credit course. The changes that the Department of English are recommending make the Master's degree in English Education more attainable and affordable for more people in less time. We are also addressing the prospect of declining enrollment in the program due to the recommendation of one school system to eliminate increased teacher pay for master's degrees. We have examined comparable master's degree programs and find that the 33 hour proposal is more in line with peer institutions than the current 39 hour program. In addition, the reduction to 33 hours brings the MA in English Education into alignment with other MA and M.Ed. programs on campus. The reduction of the credit hours for ENGL/EDUC 6274 from 4 hours to 3 hours addresses the issue of time to degree for teachers who are working full-time and continuing with graduate work. In the past, courses with required clinical experiences carried 4 credit hours, but this practice has ended in the College of Education. Clinical experiences required in courses can be done within the 3 credit framework with some restructuring of the classes. This change will make the program possible for in-service teachers who are working full-time.

FOR CONSULTATION WITH OTHER DEPARTMENT:

1. Does the proposed change affect other departments?

Yes

2. If yes, please list the other departments affected by the proposed change:

Department of Middle, Secondary, and K-12 Education; College of Education

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes

4. Results of Consultation:

See supporting letter from Dr. Warren Dibiase, Chair, Department of Middle, Secondary, and K-12 Education

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

No new resources will be required. The program is currently being offered as a 38 hour degree program.

PROPOSED CATALOG COPY:

ENGL 6274. Contexts and Issues in the Teaching of English. (3) Prerequisite: Admission to the Program. In this course, students will examine the key concepts of the discipline. In doing so, they will consider their own identities as readers, writers, teachers, researchers, and makers of meaning. This course will emphasize critical approaches and pedagogical issues, with special attention given to technology in the teaching of language, composition, and literature, as well as cultural contexts for the study of English. *(Fall)*

EDUC 6274. Contexts and Issues in the Teaching of English. (3) Prerequisites: Admission to the M.A. in English Education or the M.Ed. in Middle/Secondary Education. Examine the key concepts of the discipline. Consider own

identities as readers, writers, teachers, researchers, makers of meaning. Emphasis upon critical approaches and pedagogical issues, with special attention to technology in the teaching of language, composition, and literature, as well as cultural contexts for the study of English. *(Fall)*
(Evenings)

Memo Form

Course and Curriculum Proposal

TO: CLAS Course and Curriculum Committee and the Graduate Council

FROM: Lil Brannon, Professor of English

DATE: February 3, 2011

RE: Revision of the M.A. in English Education Program (Change of ENGL 6674/EDUC 6674 from 4 credits to 3 credits)

Summary:

The English Department in consultation with the College of Education and as part of the re-visioning of teacher education and licensure required by the NC Department of Public Instruction has submitted a long form proposal to revise the M.A. in English Education from its current 38 hours to a 33 hour degree. The revision includes changing ENGL/EDUC 6674 Applied Research Methods in the Teaching of English from a 4 credit course to a 3 credit course. The changes that the Department of English are recommending make the Master's degree in English Education more attainable and affordable for more people in less time. We are also addressing the prospect of declining enrollment in the program due to the recommendation of one school system to eliminate increased teacher pay for master's degrees. We have examined comparable master's degree programs and find that the 33 hour proposal is more in line with peer institutions than the current 39 hour program. In addition, the reduction to 33 hours brings the MA in English Education into alignment with other MA and M.Ed. programs on campus. The reduction of the credit hours for ENGL/EDUC 6674 from 4 hours to 3 hours addresses the issue of time to degree for teachers who are working full-time and continuing with graduate work. In the past, courses with required clinical experiences carried 4 credit hours, but this practice has ended in the College of Education. Clinical experiences required in courses can be done within the 3 credit framework with some restructuring of the classes. This change will make the program possible for in-service teachers who are working full-time.

FOR CONSULTATION WITH OTHER DEPARTMENT:

1. Does the proposed change affect other departments?

Yes

2. If yes, please list the other departments affected by the proposed change:

Department of Middle, Secondary, and K-12 Education; College of Education

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes

4. Results of Consultation:

See supporting letter from Dr. Warren Dibiase, Chair, Department of Middle, Secondary, and K-12 Education

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

No new resources will be required. The program is currently being offered as a 38 hour degree program.

PROPOSED CATALOG COPY:

ENGL 6674. Applied Research Methods in the Teaching of English. (3) Prerequisites: Completion of ENGL/EDUC 6274 and 12 hours of graduate credit toward this degree. Building on the research basis established in ENGL/EDUC 6274, this course provides the opportunity to apply research methods in classrooms. Examine identities as readers, writers, teachers, and especially as classroom researchers. *(Spring) (Evenings)*

EDUC 6674. Applied Research Methods in the Teaching of English. (3) Prerequisites: Completion of ENGL/EDUC 6274 and 12 hours of graduate credit toward the M.A. in English Education. Building on the research basis established in ENGL/EDUC 6274, this course provides the opportunity to apply research methods in classrooms. Examine identities as readers, writers, teachers, and especially as classroom researchers. *(Spring) (Evenings)*

Memo Form

Course and Curriculum Proposal

TO: CLAS Course and Curriculum Committee and the Graduate Council

FROM: Lil Brannon, Professor of English

DATE: February 3, 2011

RE: Revision of the M.A. in English Education Program (Change of ENGL/EDUC 6974 from 6 credits to 3-6 credits)

Summary:

The English Department in consultation with the College of Education and as part of the re-visioning of teacher education and licensure required by the NC Department of Public Instruction has submitted a long form proposal to revise the M.A. in English Education from its current 38 hours to a 33 hour degree. The revision includes changing ENGL/EDUC 6974 Thesis/Project in the Teaching of English from a 6 credit course to a 3-6 credit course. Students can elect to write a six credit thesis (currently required in the program) or conduct a 3 credit research project and take an additional course related to the project. The changes that the Department of English are recommending make the Master's degree in English Education more attainable and affordable for more people in less time. We are also addressing the prospect of declining enrollment in the program due to the recommendation of one school system to eliminate increased teacher pay for master's degrees. We have examined comparable master's degree programs and find that the 33 hour proposal is more in line with peer institutions than the current 39 hour program. In addition, the reduction to 33 hours brings the MA in English Education into alignment with other MA and M.Ed. programs on campus. The creation of an option to the required six credit thesis retains the thesis as an extended research project and offers candidates another pathway to the degree. Having a second option will decrease the time it takes for some candidates to complete their studies while maintaining a research requirement for all English Education students.

FOR CONSULTATION WITH OTHER DEPARTMENT:

1. Does the proposed change affect other departments?

Yes

2. If yes, please list the other departments affected by the proposed change:

Department of Middle, Secondary, and K-12 Education; College of Education

3. Have you consulted with each department listed in question 2 regarding the proposed change?

Yes

4. Results of Consultation:

See supporting letter from Dr. Warren Dibiase, Chair, Department of Middle, Secondary, and K-12 Education

RESOURCES: Indicate the additional resources required, if any, to implement and maintain the proposed change:

No new resources will be required. The program is currently being offered as a 38 hour degree program.

PROPOSED CATALOG COPY:

ENGL 6974. Thesis/Project in the Teaching of English.

(3 - 6) Prerequisite: permission of the Department. Research integrating the fields of English and Education in a theoretical or application-oriented study. If the thesis/project is the outgrowth of previous coursework, considerable additional research and exposition must be done.

EDUC 6974. Thesis/Project in the Teaching of English.

(3- 6) Research integrating the fields of English and Education in a theoretical or application-oriented study. If the thesis/project is the outgrowth of previous coursework rather than a new topic, then considerable additional research and exposition must be done. (*Fall, Spring*)



UNC CHARLOTTE
College of Education

Department of Middle, Secondary and K-12 Education

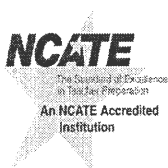
9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8875 f/ 704.687.6430 www.uncc.edu

February 3, 2011

TO: Dr. Lil Brannon
English Department
FROM: Dr. Warren DiBiase
Chair, Department of Middle, Secondary and K-12 Education
RE: Revisions to M.A. program in English Education

The Department of Middle, Secondary and K-12 Education gives full support to the revisions being proposed to the M.A. program in English Education.

Middle Grades Education • Secondary Education • Teaching English as a Second Language
Foreign Languages Education • Arts Education • Ph.D. in Curriculum and Instruction



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