



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND TITLE OF PROGRAM:	Master of Arts in Teaching (M.A.T.) in English
INTENDED DATE OF IMPLEMENTATION:	Fall 2021

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.4](#), which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President (or Designee) of the University

2/3/2020

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. What is the general nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.

In keeping with its mission to serve in the “preparation of elementary and secondary teachers,” Northern State University proposes a new master’s level degree in the field of English: the Master of Arts in Teaching (M.A.T.). This program will be offered entirely online.

Nature of the Proposed Program

The M.A.T. program in English will focus on educating current teachers in the advanced principles and pedagogies of composition and rhetoric necessary for renewing certification, enhancing knowledge base, and/or qualifying for Advanced Placement, dual-credit, and Rising

Scholar instruction designed to align with introductory college-level rhetoric and writing curricula both in South Dakota and throughout the nation. This training is vital not only for those teaching college preparatory courses but also for those teachers who wish to develop in all of their students the essential information literacy and multimodal communication skills necessary to participate in diverse twenty-first century professional and civic spheres and that are becoming the standard for contemporary English instruction. The proposed curriculum has a strong, practical focus, which will prepare its students to understand and apply these skills in their own classroom. Students within this program will take courses in composition, multimodal composition, literature, cultural and digital rhetoric, cultural studies, creative fiction, creative nonfiction, professional writing pedagogies, and information literacy.

This is a thirty (30) credit program, a minimum of eighteen (18) of which are in content courses with an English (ENGL) prefix.

- 2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)? Please cite any sources in a footnote.**

The demand for graduates of M.A.T. programs in English and the need for these programs is evident in South Dakota's regental system as well as in its private sector. The proposed M.A.T. in English will prepare South Dakota's high school instructors to teach dual-credit English courses and enable South Dakota's high school administrators to offer these courses to their students. In addition, the M.A.T. in English will prepare its graduates to work as adjunct instructors at four-year institutions and full-time instructors at two-year institutions, whether in South Dakota, the region, or the nation. Lastly, the M.A.T. in English will prepare graduates to work as trainers and training administrators in the private sector. Thus, the M.A.T. in English proposed by NSU will serve many South Dakota constituents and no constituent more important than its students.

The ongoing expansion of dual-credit course offerings in South Dakota's high schools and universities translates to a growing demand for high school instructors who have the training and the credentials necessary to teach these courses. Following the 2017 recommendation by the Higher Learning Commission, NSU's Rising Scholar program requires that high school teachers have at least 18 graduate credits in their content area or a Master's degree in their respective disciplines. According to Terry Piatz, Director of the Rising Scholar Program at NSU, an M.A.T. in English would be invaluable to high school instructors wanting to teach English in the Rising Scholar program. Piatz says that she has been contacted by high school administrators interested in offering dual-credit courses and by high school teachers interested in teaching them. However, most high school instructors cannot afford to leave their jobs for two years while they earn a traditional Master's degree. An online M.A.T. in English, like the one NSU proposes, would enable high school instructors to keep their current positions while earning a graduate degree.

The demand for post-secondary instructors in English is expected to grow over the next eight years. The South Dakota Department of Labor projects that the number of post-secondary

positions in English language and literature instruction will increase 12.92% from 2016 to 2026.¹ (Note: this statistic does not distinguish between positions at two-year institutions and positions at four-year institutions). Ronald Brownie, Director of Online and Continuing Education at NSU, says that finding qualified adjunct instructors to teach face-to-face English courses at the Huron Community Campus has proved especially challenging. While several factors come into play (e.g. Huron's small population and remote location), a lack of qualifications by candidates interested in teaching in Huron is an important factor. Without M.A.T. programs in English to train candidates, positions such as those for adjunct English instructors in Huron will go unfilled and Huron Community Campus students will suffer.

An M.A.T. in English could also serve South Dakota's private sector by providing graduates with instruction in pedagogy and in cultural studies, multimedia rhetoric and writing, information and media literacies, and literature. According to the United States Bureau of Labor, demand for training and developmental specialists will grow 11.6% from 2016-2026.² Positions that fall within this category include corporate trainers, training specialists, employee or workplace developmental specialists, and training coordinators. A wide variety of private-sector industries could benefit from graduates with an M.A.T. in English. In fact, any industry that employs specialists to train its employees could benefit because effective instruction in the workplace, whether oral or written, depends on the trainer's understanding of cultural dynamics, information literacy, and multimodal communication. However, the banking and service sector are a prime example. In Sioux Falls, for instance, Citibank employs numerous corporate trainers to teach hundreds of new employees the skills they need to become effective customer service representatives.

3. How would the proposed program benefit students?

The educational goals for this program include:

1. To educate current teachers in the pedagogies of composition and rhetoric necessary for effectively teaching Advanced Placement, dual-credit, and Rising Scholar courses aligned with introductory college-level rhetoric and writing curricula.³
2. To provide current teachers with a practical knowledge of twenty-first century information literacy and multimodal communication skills along with the tools necessary to facilitate the understanding and implementation of these skills among their students.⁴
3. To provide current teachers with opportunities to create, implement, and critically evaluate classroom teaching materials, particularly in the areas of composition, cultural and digital rhetoric, information literacy, literature, creative fiction, creative nonfiction, and cultural studies.⁵

¹ Data taken from SDBOR Employment Projections Dashboard at <https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>

² Data taken from US Department of Labor Bureau of Labor and Statistics Occupational Outlook Handbook (last modified September 6, 2018) <https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm>

³ See statement from Bob Sittig, Ed.S, Superintendent of Baltic School District included in item 7 of this proposal.

⁴ See statement from Patrick Mikkonen, Superintendent/PK-12 Principal, Mount Vernon School District 17-3 in item 7 of this proposal.

⁵ See statement from Charles Sykora, Principal of Wall School District included in item 7 of this proposal.

4. To allow current teachers the opportunity to delve into pedagogical issues they regularly confront in the classroom.⁶
5. To provide current teachers the opportunity to enhance their own communication skills, particularly in the areas of composition and rhetoric.⁷
6. To provide relevant individuals in the private sector (as set forth in section 2 of this Intent to Plan) with a practical knowledge of twenty-first century information literacy and multimodal communication skills along with the tools necessary to facilitate the understanding and implementation of these skills among their designated staff.

4. How does the proposed program relate to the university’s mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?

The proposed degree supports the statutory mission of Northern State University as provided by SDCL 13-59-1:

The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorize by the Board of Regents.

The proposed degree also supports the Northern State University mission as provided in Board of Regents Policy 1, which reads as follows:

The legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine.

The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

The proposed M.A.T. in English program would promote “excellence in teaching and learning” at the secondary and master’s level. Additionally, the proposed curriculum of this program would “support research, creative, and scholarly activities”. The M.A.T. in English will “provide service to the State of South Dakota, the region, and the nation” through the study of information literacy, cultural and digital rhetoric, cultural studies, and literature. Students enrolled in this program will develop the multimodal communication skills needed to thrive in diverse twenty-first century professional and civic spheres and will instill these same skills in their own teaching practices.

⁶ See statement from Dr. Tanya Rasmussen, Curriculum and Principal/Teacher Effectiveness Director of Harrisburg School District in item 7 of this proposal.

⁷ See statement from Eric D. Kline, Principal of Aberdeen Christian School included in item 7 of this proposal.

Northern State University currently offers seven master's degrees:

- M.S. in Banking and Financial Services
- M. of Music Education
- M.S.Ed. Counseling
- M.S.Ed. Educational Studies
- M.S.Ed. Leadership and Administration
- M.S.Ed. Sport Performance and Leadership
- M.S.Ed. Teaching and Learning

The M.A.T. in English differs from the M.S.Ed. programs due to its focus in the English content area, with its more specific differentiation from the M.S.Ed. Teaching and Learning program being that program's emphasis on the science of pedagogy.

This proposal supports the Board of Regents Strategic Plan 2014-2020 by growing the number of approved graduate programs, documenting that academic programs are of high quality, and revising teacher preparation programs to prepare professionals to work in standards-based schools.

- 5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities? A list of existing system programs are available through the university websites and the [RIS Reporting: Academic Reports Database](#). If there are no related programs within the Regental system, enter "None."**

In March of 2017, Black Hills State University (BHSU) submitted an Intent to Plan for a M.A.T. in English, which was approved by the SDBOR on May 10, 2017. In BHSU's response to number 5, they stated:

“. . . while a traditional master's degree in English (like those at USD and SDSU) would provide content-area courses, it cannot provide the applied component that teachers seek. For many current teachers, pursuing an M.A. T. is the wisest course; yet, the state has no M.A.T. programs in English. (Note: NSU is also in the preparation process).”

This statement remains accurate. BHSU has not submitted a formal program proposal for the M.A.T. in English. South Dakota is without an M.A.T. program in English. As BHSU has not submitted a formal proposal, the precise curriculum they intended to offer is unclear. The master's programs at USD and SDSU are traditional M.A. in English programs with focus in literature and/or writing and rhetoric, while the M.A.T. in English will focus more on teacher preparation and curriculum development.

This proposed new program would create opportunities to collaborate with other universities in the regental system. In designing the core curriculum and the relevant elective selection for this degree, we will first choose suitable active courses from the SDBOR Course Inventory Report before opting to design new courses. For courses selected from the inventory, NSU will request collaboration with the regental school(s) offering the courses if there is a willingness by the school(s) to place the classes online (or cross-list an online course with their face-to-face

offerings), in keeping with the online nature of this program. We would initiate and organize a course rotation schedule with these schools that would best benefit the students to complete their degree in a timely manner.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.*

This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

While M.A. programs in English are common throughout the region, we are focusing on the programs that combine curricula in the content area and education. Such programs are as follows:

	Institution	Program Title
<i>North Dakota</i>	North Dakota State University (Fargo, ND)	M.Ed. in English Education, with a curriculum containing a mixture of English and education classes. This degree provides only nine (9) credits of master’s level content courses. This is not an online degree.

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

We do not expect students to be redirected from existing programs at the university. We expect students to be new to the university as master's students and for the program to draw heavily from NSU alumnae and teachers in the region. An email was sent to superintendents and curriculum directors of a sampling of school systems throughout South Dakota (public, private, and tribal) asking for feedback as to whether or not they believed the English teachers within their system would benefit from Northern’s online M.A.T. in English program. Twenty (20) have responded, and all of the responses have been favorable:

School System	Response
Patrick Mikkonen Superintendent/PK-12 Principal Mount Vernon School District 17-3 [See Educational Goal 2 in item 3 of this proposal]	“I believe that the information included about such a program is on the right track. The obstacle to overcome for practicing educators is the design and delivery model that makes it accessible and doable with a current workload. Intermittent classes throughout a school year coupled with an emphasis on Summer work provides that opportunity. While I can't speak to every facet of the curriculum you reference it does sound like the content that will be addressed is representative of 21st Century skills, not only for teachers but the many HS students who will be taught by those teachers. I believe the Master's program is a move in a positive direction.”

<p>Everall Fox, Ed.S Superintendent Flandreau Indian School</p>	<p>“I think that's a wonderful opportunity for English teachers to pursue a Masters degree in their field. I completed an Education Specialist degree recently that was mainly online, with a week on campus in the summer. It helped me that it was flexible to my schedule and I could get online and have a class meeting and be able to submit assignments electronically. I would recommend it to my English teachers here.”</p> <p><i>NOTE: In our final curriculum, we do intend to provide the option of a one+ day summer workshop at NSU where the students could interact.</i></p>
<p>Kristyn Walloch 9-12 English Teacher Scotland High School</p>	<p>“Our superintendent forwarded your message onto me. I think the program sounds wonderful, and it sounds like something I would recommend to English teachers seeking their master’s degrees. As someone who would have to commute at least an hour to get to anywhere that would offer a Master’s, I really like that the program is online.”</p>
<p>Charles Sykora, Principal Wall School District</p> <p>[See Educational Goal 3 in item 3 of this proposal]</p>	<p>“As a lifetime learner, I believe any time teachers have the opportunity to enhance their teaching skills there will be benefits. I don’t know your plans for carrying out the program, so I will provide you with my thoughts based on your description. The importance of effective writing needs addressed in schools throughout South Dakota. Middle School and High School English/Language Arts teachers must not shoulder the responsibility to address reading, writing, speaking, and listening in our schools. Introducing collaboration (especially effective collaboration with teachers in various curricular areas) in the MAT in Teaching English program would be beneficial, especially for South Dakota teachers who are very likely to be working in small schools.</p> <p>One final thought addresses interpreting standards to write curriculum. Too often teachers rely on district purchased materials in their daily instruction. As you may know, many of the textbooks have abridged editions of many wonderful literature and biographies. This literature and the biographies often times do not cover the culture and/or lifestyle of many of the students SD see on a daily basis. Providing experiences to our teachers to learn how to read, unpack, and/or rewrite standards in “student speak” so lessons can be tailored to individuals and/or local classrooms will help students connect to what they should know and be able to do with their life experiences.”</p> <p><i>NOTE: In our final curriculum, we do intend to address the issues Mr. Sykora discusses in his comments, and he has also offered to provide further input as we develop the curriculum for the program.</i></p>
<p>Kit Veit Superintendent and Curriculum Director Takini School System</p>	<p>“This would be a very beneficial program for teachers at Takini School and elsewhere.”</p>
<p>Missy Rosfeld English-Language Arts Teacher St. Francis Indian School</p>	<p>“This is a program that I have searched for and would be very interested in.”</p>

<p>Jeff Ward Curriculum and Technology Director Meade School District 46-1</p>	<p>“I believe the coursework you are offering would be beneficial to any teacher, but especially 6-12 ELA teachers.”</p>
<p>Bob Sittig, Ed.S Superintendent Baltic School District</p> <p>[See Educational Goal 1 in item 3 of this proposal]</p>	<p>“Acquiring the MAT as described would theoretically make them a better all-around teacher of English and benefit all of our students. My wife happens to be a high school English teacher at Brandon Valley, and she taught AP for 10 years and now teaches honors English classes. Through her I am familiar with advanced English classes in a larger school setting , and I can see how the MAT might benefit teachers in that size system who might actually teach AP or Rising Scholars classes.”</p>
<p>Dr. Steven A. Willard Superintendent of Schools Belle Fourche School District</p>	<p>“It looks like a program some of our staff would take advantage of when renewing certification or improving their knowledge base.”</p>
<p>Dr. Tanya Rasmussen Curriculum and Principal/Teacher Effectiveness Director Harrisburg School District</p> <p>[See Educational Goal 4 in item 3 of this proposal]</p>	<p>“I believe this program of study would meet the needs of ELA teachers wishing to further their own learning in order to help facilitate learning in high school students. The only addition I would consider is having a strand or component of teaching English Learners as well. From reading through the description it sounds like you are targeting provisions for ELA teachers to meet the needs of students who will be considering a college track, but we are experiencing just as much of a need for ELA teachers to be able to offer instruction to students preparing for technical schools and an increasing need for teachers to have strategies to meet the needs of our EL at the MS and HS levels. Good luck with the development of your MAT English program.”</p> <p><i>NOTE: In our final curriculum, we do intend to address the issues Dr. Rasmussen discusses in her comments.</i></p>
<p>David Hutchison, Superintendent Irene-Wakonda School District</p>	<p>“I believe that this would be a great opportunity for current/future teachers to experience continued professional growth while earning their degree in a convenient setting.”</p>
<p>Mitch Reed Florence School District Superintendent/Elementary Principal/SPED Director</p>	<p>“Looks like a solid program. We appreciate what Northern offers our local school districts and teachers.</p> <p>I am not sure if my staff would take advantage of it, hard to say. But I do believe some local school districts may take advantage. Unless we have a staff member that is looking to jump to the next level, there is not much benefit for our small school teachers financially. We do not bump teachers up for master’s degrees as much as we should due to lack of funds.”</p>

<p>Eric D. Kline Principal Aberdeen Christian School</p> <p>[See Educational Goal 5 in item 3 of this proposal]</p>	<p>“[Ms. J.] mentioned her future aspirations in her recent interview that she may be interested in getting her master’s degree and this program would be a terrific opportunity focused on her content area. You're right, the listening, speaking, writing, communication aspects of the English content area is so important.”</p> <p><i>NOTE: [Ms. J.] is an NSU graduate who has secured a position as English teacher at Aberdeen Christian School.</i></p>
<p>Lynn Lawson Superintendent McIntosh School District</p>	<p>“Yes, I do think this would be a valuable program to offer, as long as the cost to the teachers is in balance with salaries. Accompanying grant information etc... would be helpful.”</p>
<p>Dr. Becky Guffin Superintendent Aberdeen Public School District</p>	<p>“I think there is always a benefit for teachers to advance their education.”</p>
<p>Damon R. Alvey Superintendent Vermillion School District</p>	<p>“I think options to help teachers are always good. . . . I do think HS teachers in general may be responsive since many are looking for increased wages in teaching and that is one avenue.”</p>
<p>Michael Kroll Superintendent/9-12 Principal Warner School District 6-5</p>	<p>“While I believe there is merit to all learning and for staff to pursue an advanced degree; I’m not 100% sure how many would pursue the MAT English in its entirety. A number of the courses seem appropriate for today’s cultural and social environment, and students may take great interest in their topics; but how do those topics align with current standards and statewide assessments? I can see staff taking a number of the courses for renewal; especially when considering the nature of the courses. . . . I believe the option has value for teachers and certainly applies to today’s changing world.”</p> <p><i>NOTE: In designing the curriculum for this program, we will ensure that the courses do align with current standards and statewide assessments.</i></p>
<p>Dr. Jarod Larson, Superintendent Brandon Valley School District</p>	<p>“Advanced degrees, specifically in content area, are an outstanding way to promote professional growth in educators. In addition, the convenience of an on-line program would likely be valued and beneficial to a practicing educator. Best of luck in your work moving forward.”</p>
<p>Ms. Bev Myer Leola School District Supt/K-12 Principal</p>	<p>“Yes! I would love to see more of our rural high school teachers have a master’s degree. I really appreciated the master’s cohort that NSU offered a few years back in teaching Currently, the State does not have a lot of PD initiatives which makes teacher hodge-podge their development via CEU’s. Then, the next obstacle is going to be affordability.”</p>
<p>Lance Witte Superintendent Lower Brule Schools</p>	<p>“I believe acquiring a Masters Degree is valuable. If ELA have a passion for the content area, getting a masters in their content area would be very valuable.”</p>

8. What are the university’s expectations/estimates for enrollment in the program through the first five years? What are the university’s expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

Expected enrollment and graduation:

First Year Enrollment 8

Fourth Year Enrollment 12

Graduation (Fourth Year and thereafter) 10-12

Further Explanation:

We would expect 8 students the first year and at least 10-12 per year by full implementation. We could reasonably expect at least three students annually from recent NSU graduates. From 2017-2019, Northern graduated fifteen BSEd English majors. This average of five students per year allows for a reasonable expectation of three NSU students per year enrolling in the program upon completion of their undergraduate degree. Other students would be drawn from current South Dakota junior high, high school, and parochial school teachers. The rationale for enrollment estimates does not differ from that provided by BHSU in their Intent to Plan:

Given that there are more than 130 public high schools in South Dakota, and given that the national, five-year attrition rate for teachers is, according to the NEA, approximately 17%,⁸ we are assured of continuing long-term demand for the program and expect at least 5-8 new students per year from among South Dakota teachers. Additionally, this program would be the only one in western South Dakota that could prepare faculty for community college and university adjunct positions. Finally, given that the coursework could be taken from a distance, we would expect students from other regions of the country. A program such as this could easily attract another 5-8 students annually from those not currently in high school teaching positions.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On campus	No	

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

⁸ <http://neatoday.org/2015/05/13/teacher-turnover-is-much-lower-than-you-probably-think/>

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5.	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Internet — English and Education-based courses.	Fall 2021
Does another BOR institution already have authorization to offer the program online?	No		

10. What are the university’s plans for obtaining the resources needed to implement the program? Indicate “yes” or “no” in the columns below.

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources <i>If checking this box, please provide examples of the external funding identified below.</i>	No	No
Ask Board to seek new State resources <i>Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.</i>	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

Included as Appendix A are curriculum from M.A.T. in English programs at two universities. The curriculum from University of Texas, El Paso, is included for its cultural and multimodal literacy course focus as well as the interdisciplinary aspect of its elective requirement. In addition to the required NSU English content courses, this model allows students the option to pursue graduate coursework through the NSU School of Education or through related graduate level coursework offered at other schools within the regental system (as indicated in item 5 of this proposal).

Additionally, the writing/research options provide flexibility for the students in completing a culminating project that will provide a practical fit within their current career path. Similarly, the curriculum of the M.A.T. in English program at Boise State University offers the a minimum 18 credits in English content while also providing flexibility in its workshops and “selected topics” course offerings. This flexibility would allow NSU to place specialized courses in cultural and digital rhetoric and cultural literacies on a rotation as “selected topics”/ “special

topics”, while students choosing to complete one workshop would allow for the possibility of students within the region coming to campus to attend a one day or multi-day workshop during the summer.⁹ Included as Appendix B is the NSU Graduate Council requested draft curriculum.

⁹ As stated in Appendix B, according to SDBOR policy regarding use of workshop credit in graduate programs, no more than three (3) graduate credit hours can be applied to workshops in this MAT program.

Appendix A: Curriculum of Similar Programs

University of Texas, El Paso

M.A.T. in English

TOTAL CREDITS = 36

<http://catalog.utep.edu/grad/college-of-liberal-arts/english/teaching-english-master-of-arts/>

Core Curriculum (21 hours):

Take all of the following courses listed in the core curriculum:

- ENGL 5339 Introduction to English Education
- ENGL 5340 Literature for Youth
- ENGL 5341 English Education in the Borderlands
- ENGL 5342 New and Multimodal Literacies
- ENGL 5344 Integrated Teaching Methods
- ENGL 5345 English Teaching Methods
- ENGL 5380 Special Topics in English Education

Electives (9 hours):

Take 3 graduate courses from within or outside the English Department; if outside the Department, approval by the Director of English Education is required. These electives are intended to have you tailor your course work in ways that maximize its usefulness to you.

Writing/Research Options (6 hours):

Students must choose one of the three options (A, B, or C). You will most likely make your choice after you have already completed a number of courses toward your degree.

- **Option A** - Comprehensive Written Examination: Requires one elective (3 hours) and English 5394 (M.A.T. Written Examination) (3 hours)
You will take a 6-hour written comprehensive examination over an extensive reading list supplied to you in advance.
- **Option B** - Practicum in English Education: Requires one elective (3 hours) and English 5393 Practicum in English Education (3 hours)
You will create a practicum, a research-based practitioner-oriented project of potential practical use to educators.
- **Option C** - Thesis: Requires English 5398 Thesis I (3 hours) and English 5399 Thesis II (3 hours)
Writing a thesis involves creating a multi-chapter project demonstrating rigorous research skills applied to investigating some question(s) in the field of English Education.

Boise State University
M.A.T. in English
TOTAL CREDITS = 33

<https://graduatecatalog.boisestate.edu/programs/master-of-arts-in-teaching-english-language-arts/>

Writing/Composing (6-9 credits)

Select from the following:

- ED-LLC 545 Writing Processes, Instruction, and Assessment: K-8 (3 cr)
- ENGL 501 The Teaching of Writing (3 cr)
- ENGL 502 Teaching Creative Nonfiction, Poetry and Fiction Writing (3 cr)
- ENGL 561 Theories of Composition (3 cr)
- ENGL 562 Theories of Rhetoric (3 cr)
- ENGL 579 Boise State Writing Project Invitational Institute (6 cr)
- ENGL 582 Selected Topics in Teaching English (when topic covers writing instruction) (3 cr)
- ENGL 594 Workshop (concerning writing instruction)* (credits vary)

Reading/Literature (6-9 credits)

Select from the following:

- ED-LLC 541 Assessment and Instruction: Reading Difficulties K-12 (3 cr)
- ED-LLC 546 Advanced Children's Literature (3 cr)
- ED-LLC 547 Advanced Young Adult Literature (3 cr)
- ENGL 581 Literature for use in Junior and Senior High Schools (3 cr)
- ENGL 582 Selected Topics in Teaching English (when topic covers reading/literature instruction) (3 cr)
- ENGL 594 Workshop (concerning reading/literature instruction)* (credits vary)

Language Study/Linguistics (6-9 credits)

Courses to be selected from the following:

- ED-LLC 548 Psycholinguistics and Literacy (3 cr)
- ENGL 505 Linguistics (3 cr)
- ENGL 567 Grammar and the Teaching of Writing: Theory and Practice (3 cr)
- ENGL 582 Selected Topics in Teaching English (when topic covers language/grammar instruction) (3 cr)
- ENGL 585 Selected Topics in Linguistics (3 cr)
- ENGL 594 Workshop (concerning language instruction)* (credits vary)

Research (3 credits)

Courses to be selected from the following:

- ED-LLC 557 Research Base for Contemporary Literacy Curricula (3 cr)
- ENGL 500 Research Methods in Literary Studies (3 cr)
- ENGL 554 Introduction to Research Methods in Rhetoric and Composition (3 cr)
- ENGL 577, 578 Teacher Research in Literacy I and II (3 cr)
- ENGL 582 Selected Topics in Teaching English (when topic covers teacher research methods) (3 cr)

Electives to bring total graduate-level courses to 30 credits. (0-9 credits)

Choose from courses in all areas above not used to fulfill another requirement.

Culminating Activity (3 credits)

- ENGL 592 Portfolio

Appendix B: Draft NSU Curriculum

Northern State University M.A.T. English Program Draft Curriculum

Provided here are sample titles of courses we would offer in the program. If we were accepted to enter into the planning process for this program, we would consider including already established courses listed on the BOR Course Inventory Report, design new online courses, and seek already established graduate courses through the Millicent Atkins School of Education that could be taught online to fulfill program requirements. Additionally, it is anticipated that the “workshops” listed below would be intensive on-campus summer options allowing for the possibility of students within the region to attend a one or multi-day workshop(s). According to SDBOR policy regarding use of workshop credit in graduate programs, no more than three (3) graduate credit hours can be applied to workshops in this MAT program.

Composition (3-6 credits)

Courses to be selected from the following:

Contemporary Theories and Research Methods in Composition and Rhetoric (3 cr)

Multimodal Composition (3 cr)

Cultural and Digital Rhetoric (3 cr)

Selected Topics in teaching composition (varies) (3 cr)

Workshop (concerning advanced methods in teaching composition) (3 cr)

Literature (3-6 credits)

Courses to be selected from the following:

Literature and Cultural Studies (3 cr)

Research Methods in Literary Studies (3 cr)

Current Issues Addressed in Young Adult Literature (3 cr)

Selected Topics in teaching literature (varies) (3 cr)

Workshop (concerning advanced methods in teaching literature) (3 cr)

Literacy (3-6 credits)

Courses to be selected from the following:

Multimodal Literacy (3 cr)

Information Literacy (3 cr)

Psycholinguistics and literacy (3 cr)

Selected Topics in literacy (varies) (3 cr)

Workshop (concerning advanced methods in literacy) (3 cr)

Writing (3-6 credits)

Courses to be selected from the following:

Creative Writing: Fiction (3 cr)

Creative Writing: Non-fiction (3 cr)

Professional Writing Pedagogies (3 cr)

Workshop (concerning instruction in creative writing or professional writing) (3 cr)

Electives (3-6 credits)

Choose from courses above not used to fulfill another requirement.

Culminating Activity (3 credits)

Portfolio

Total = 30 credits