



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**New Site Request**

<b>UNIVERSITY:</b>	<b>SDSU</b>
<b>DEGREE(S) AND PROGRAM:</b>	<b>English (M.A.)</b>
<b>NEW SITE(S):<sup>1</sup></b>	<b>Online</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>2019-2020 Academic Year</b>
<b>CIP CODE:</b>	<b>23.0101</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>English</b>
<b>UNIVERSITY DIVISION:</b>	<b>Graduate School</b>

**University Approval**

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

\_\_\_\_\_  
President of the University

\_\_\_\_\_  
1/31/2019

\_\_\_\_\_  
Date

**1. What is the need for offering the program at the new physical site or through distance delivery?**

South Dakota State University (SDSU) requests authorization to offer the M.A. in English online. It will be comprised of courses divided over two tracks: 1) literary studies; and 2) writing and rhetoric studies.<sup>2</sup> The online program is for distance learners who hail from a myriad of professions and are interested in earning an M.A. in English but are geographically, physically, etc., not able to enroll in a traditional face-to-face program.

The proposed program aligns with several of SDSU's institutional priorities, including the delivery of cutting-edge, accessible academic programming. It also aligns with the Imagine 2023 Strategic Plan<sup>3</sup>, specifically items 1.1 and 2.2 (included in section 10), in which English identifies the creation of an online graduate program as one of its Key Performance Indicators. Over the past few years, the Department of English has seen a significant increase in applicant queries looking for an online M.A. in English. The department's belief is that the strong English B.A. programs will be natural feeders for the online M.A. program because graduates who begin their careers right out of college will already be aware of the program and have a familiarity with the department, the curriculum, and the faculty. The

<sup>1</sup> If the request is for a new physical location, include an address for the location. Delivery methods are defined in [AAC Guideline 5.5](#).

<sup>2</sup> <https://www.sdstate.edu/english/graduate-program#Tracks>

<sup>3</sup> <https://www.sdstate.edu/imagine-2023-aspire-discover-achieve>

department also will target the recent graduates as well as other local and regional professionals whose careers would benefit from obtaining an M.A. in English.

The intention is to keep face-to-face and online programs separate because they will serve two distinct groups of students. The online program is largely for students who have begun their careers and wish to obtain either graduate credit in special areas (such as grant writing) or graduate credit that leads to the M.A. degree, but who can't travel for face-to-face classes or take these classes because of their work schedule or geographical constraints. Because the majority of the face-to-face M.A. students are graduate teaching assistants, they reside in or near Brookings. These students wish to gain experience teaching in the college classroom; take advantage of the face-to-face assistantship opportunities the University offers in teaching, tutoring, publishing, and editing (for example, via the *Oakwood* literary magazine or the soon-to-arrive *Victorian Periodicals Review* international journal); and prefer face-to-face interactions with professors and other students. Upon degree completion, these students, unlike the population that targeted for the online M.A., seek full-time, permanent employment or begin a Ph.D. program.

The University does not request new state resources or new student fees to support online delivery. Self-support tuition revenue will be used to support online delivery.

**2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.**

No. The University of South Dakota offers the M.A. in English at their main campus. Dakota State University offers an online graduate certificate in Digital Humanities. The certificate in Digital Humanities is geared specifically toward methods and practices within the field of digital humanities, and it does not include English courses. In May 2017, the SDBOR approved Black Hills State University to develop a proposal for a Master of Arts in Teaching (M.A.T.) in English. The M.A.T. in English will be pedagogically different than SDSU's M.A. in English. SDSU's program is a traditional M.A. that offers focuses in studying literature and/or writing and rhetoric, and it is not invested in either teacher preparation or curriculum development.

Related online regional programs include:

- Minnesota
  - Minnesota State University, Mankato
    - Literature & English Studies (M.A.)
- Nebraska
  - University of Nebraska – Kearney
    - English (M.A.) – Writing Emphasis (M.A.)
  - University of Nebraska – Omaha
    - Writing (M.F.A.)
- North Dakota
  - University of North Dakota
    - English Language Learner Education (M.Ed.)
- Iowa
  - University of Northern Iowa

- Teaching English in Secondary Schools (M.A.)
- Teaching English to Speakers of Other Languages (M.A.)
- Wyoming
  - University of Wyoming
    - English (M.A.)

**3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.**

Students will be new to the University. The online M.A. in English is expected to attract an average of 7-10 new students per year. Students and professionals like the flexibility of online programs that allow them to continue to live and work anywhere. This estimate is based largely on individual inquiries and expressions of interest. These primarily come from:

- Individuals who inquired about an online M.A. program at SDSU;
- Students accepted to SDSU’s face-to-face program but who decided not to attend because they are employed full-time outside of Brookings; and
- Enrolled students who decided to leave the face-to-face program because they obtained full-time jobs outside of Brookings.

Currently (SP 19), the department has six students enrolled as “non-degree seeking” students in ENGL 792: Grant and Proposal Writing. These six students represent the target audience of distance learners who want to earn an M.A. but are geographically prevented from doing so. These students have also indicated that they would apply to a formal online M.A. program at SDSU should one exist. Since December 2018, the department has received approximately six additional inquiries about offering an online M.A.

This group includes a number of teachers employed at South Dakota high schools, community colleges, and tribal colleges. Individuals from neighboring states such as Minnesota and North Dakota also have inquired. These inquiries reflect a larger population seeking similar credentials, and the program expects the number of inquiries (and enrollees) to remain stable (and possibly even increase) once we begin to promote the program.

Based on what the English face-to-face graduate program experiences, the on-line program would lose on average 1 student per year (graduating 5 students per year at the end of the second year, reflected in Fiscal Year 3). Reasons for leaving will undoubtedly vary, but will likely relate to balancing employment demands with coursework demands and the cost of the program if students are unable to obtain financial aid.

	<b>Fiscal Years*</b>			
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students new to the university	6	7	8	10
Students from other university programs	0	0	0	0
=Total students in the program at the site	6	12	17	19
Program credit hours (major courses)**	108	216	306	342
Graduates	0	0	5	5

\*Do not include current fiscal year.

\*\*This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

**4. What is the perceived impact of this request on existing programs in the Regental system?**

Delivering the M.A. in English online is not expected to negatively impact enrollment in SDSU’s face-to-face, on-campus courses or enrollment in other regental institutions. Because SDSU anticipates its target audience being comprised mainly of distance learners who are geographically prevented from commuting to Brookings (or other BOR institution locales) for face-to-face classes, this target audience will not have to seek online graduate education at institutions outside of the state.

**5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

No new courses are being requested along with this new site request. The Department of English has piloted online courses but has not made them a standard part of the current, face-to-face M.A. curriculum as they have marketed the courses toward true distance learners. The courses have focused on composition studies, creative writing, and literature. In addition, the department has piloted discipline-specific online and hybridized courses in grant writing as well as technical and professional writing (for specific populations, such as graduate students in nursing, but also for the general student population). Many faculty members from South Dakota’s tribal colleges have taken the courses, and they have expressed interest in obtaining the M.A. from SDSU.

<b>English (M.A.)</b>	Credit hours	Credit hours currently available from this university online <sup>4</sup>	Credit hours currently available from other universities available online	Credit hours new to this university
Core Requirements	6	0	0	0
Option A - Thesis				
Thesis	6	0	0	0
Electives	18	15	0	0
Option B - Research/Design Paper				
Master’s Research Problems/Projects	2		0	0
Electives	24	15	0	0
Option C - Coursework Only				
Electives	30	15	0	0
<i>Total, Degree with Proposed Major</i>				
<i>Option A</i>	30			
<i>Option B</i>	32			
<i>Option C</i>	36			

<sup>4</sup> Classes offered as ENGL 791 Independent Study or ENGL 792 Topics. Topics taught in the past two years included Professional and Technical Writing, Grant and Proposal Writing, Composition Studies, Creative Writing, and Literature.

\*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

### Available Options for Graduate Degrees

Master of Arts	Option A - Thesis	30 Credit Hours
	Option B - Research/Design Paper	32 Credit Hours
	Option C - Coursework Only	36 Credit Hours

### Core Requirements

- ENGL 704 - Introduction to Graduate Studies Credits: 3
- ENGL 705 - Seminar in Teaching Composition Credits: 3 *required for all Teaching Assistants (Non-GTAs must substitute a 700-level elective)*
- Select one of the following options:
  - Option A - Thesis*
    - ENGL 798 - Thesis (COM) Credits: 1-7 (6 credits required)
    - Electives Credits: 18
  - Option B - Research/Design Paper*
    - ENGL 788 - Master's Research Problems/Projects (COM) Credits: 1-6 (2 credits required)
    - Electives Credits: 24
  - Option C - Coursework Only*
    - Electives Credits: 30

Total Required Credits: 30 (Option A), 32 (Option B), 36 (Option C)

## 6. How will the university provide student services comparable to those available for students on the main campus?

A program area advisor will serve as the academic advisor to students in the major. Appointments may be conducted using e-mail, phone, Skype, and other technologies facilitating long-distance communication. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources on campus and online. In addition, online tutoring support is available through Smarthinking (Pearson Education) and can be utilized in graduate level courses. The department will also work with the Writing Center to expand opportunities for students in online graduate level classes to receive tutoring.

Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance and online research guides that are available for enrolled students—English, for example, has the Language and Literature Research Guide available via the Briggs Library web-site.<sup>5</sup>
- Distance library services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

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<sup>5</sup> <https://libguides.sdstate.edu/literature>

Other student services such as disability services accommodations will be available to students upon request.

**7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).**

No.

**8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.**

No.

**9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.**

Tuition revenue generated from online tuition will be self-support tuition and will adequately fund the program. Because nearly all courses are already online or will be in the near future, a budget is not provided. Growth that requires additional courses will be met by self-support tuition. It is anticipated that additional revenue will result from more students completing online courses and could average \$30,000 to \$50,000 per year once the program is established. Therefore, no additional costs or resources will be required.

Courses will be taught by SDSU English faculty and temporary faculty with terminal degrees. If online enrollment grows to a level where a new faculty member is needed, the position will be funded with self-support tuition revenue.

Several faculty members have already developed and taught or are developing and planning to teach online graduate courses. Further, the Department of English will not need to hire additional faculty in order to staff the program. They are able to re-distribute workloads among the tenure-track faculty to offer online courses every semester and during the summer. Also, they have two full-time instructors and two part-time instructors who hold the terminal degree, and the department would be able to utilize their expertise as teachers in the program as well.

**Appendix A**  
**English Strategic Plan and Key Performance Indicators (1.1 and 2.2)**

(1.1)	Excellent programs available to more students.	<p>a. Evaluate current online course offerings; explore program(s) at the graduate level.</p> <p>b. Ensure quality assurance of online courses and programs.</p> <p>c. Increase enrollment at satellite locations, including Centers and technical institutions.</p>	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. Ongoing</p>	<p>a. FTE; Workload</p> <p>b. FTE; Workload</p> <p>c. FTE; Workload</p>	<p>a. Number of BOR-approved online programs</p> <p>b. Course passing QA review; program assessment results</p> <p>c. Course and program enrollment</p>	(a)-(c). Directors, Department Heads, and Director for Continuing and Distance Education; English faculty
(2.2)	Engage with tribal communities and under-served populations by promoting AIS major and minor and developing distance (online) programs.	<p>a. Develop and market innovative programs, including online, degree completion programs at the graduate level.</p> <p>b. English and AIS actively engage with the Wokini Initiative and the Expanding the Circle grant.</p> <p>c. Develop articulation agreements with TCUs and other regional institutions.</p> <p>d. Utilize college-wide strategies to recruit students from emerging diverse student populations in the region.</p>	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. Fall 2018</p>	<p>a. Financial; Workload</p> <p>b. Workload</p> <p>c. Workload</p> <p>d. FTE; Workload</p>	<p>a. Programs offered; enrollment</p> <p>b. Engagement; Wokini goals implemented within the college; Wokini goals implemented within AIS</p> <p>c. Articulation agreements signed; students matriculated</p> <p>d. Students recruited into both English and AIS</p>	<p>a. Dean, Directors, and Department Heads; English faculty</p> <p>b. Dean, Directors, and Department Heads; AIS Coordinator; Wokini Council; English faculty</p> <p>c. Dean, Directors, and Department Heads</p> <p>d. Dean and Associate Dean for Academic Programs</p>

## **Appendix B**

### **SDSU Master of Arts in English**

#### **Overview**

The English department at South Dakota State University has offered the M.A. degree since 1994. Our program is small enough for students to receive individual support from faculty within a close-knit graduate student community, but flexible enough to accommodate students' individual educational goals. We offer several options for the completion of the degree. Students may choose either the Literature track or the Writing and Rhetoric track, and within each of these tracks they may complete their degree by submitting a critical or creative thesis, a critical and/or creative portfolio, or a written exam. Students in our program work closely with faculty who have expertise in a wide range of specialty areas, including British and American literature, women's writing, Native American literature, critical theory, rhetoric, composition, creative writing, professional and technical writing, peace and conflict studies, and film studies. Students interested in applying to our program should contact both the Graduate School and the English department Graduate Coordinator for information regarding the application process.

#### **Our Mission**

The English department's M.A. program prepares students for professional careers or further graduate study by developing their capacity to analyze texts, conduct research, apply theory, and write creatively and critically.

#### **Student Learning Outcomes**

Upon the completion of the English M.A. program, students will be able to:

- Demonstrate an advanced ability to analyze and interpret literary and cultural texts.
- Examine significant texts, authors, periods, movements, genres, theories, and modes from literary history, interpreting the relationship between texts and their historical, aesthetic, cultural, and ideological contexts.
- Compose sophisticated argumentative, creative, and reflective texts that demonstrate focus, content, structure, evidence, style, and grammar appropriate to their rhetorical contexts.
- Demonstrate an advanced ability to apply theoretical concepts to the writing and analysis of texts.
- Produce original research that advances knowledge within the discipline; generates questions for scholarly inquiry; identifies its methodological and theoretical foundations; employs library resources and discipline-specific databases; evaluates and integrates secondary criticism; and documents sources using MLA style.
- Explain how literature both reflects and enriches the diversity of human experience through its exploration of the ways in which race, ethnicity, religion, gender, sexuality, ability, and class shape identity and influence perception.
- Deliver instruction that demonstrates a growing mastery of course content (cultural analysis, rhetoric, grammar, and research) and increasing skill in helping students of varying abilities improve their cultural awareness, critical acumen, reading comprehension, and writing competence. (Graduate teaching assistants only.)

#### **Tracks and Options for Completing the Degree**

##### ***Tracks***

M.A. students in English choose one of the following tracks:

- Studies in Literature
- Studies in Writing and Rhetoric



### ***Options***

Within each track, students may choose one of three options for the completion of the degree. These options include Graduate School Option A: Thesis (the English department's "thesis option"), Graduate School Option B: Research/Design Project (the English department's "portfolio option") and Graduate School Option C: Coursework (the English department's "written exam" option).

### **Thesis Option**

The thesis option requires students to successfully complete:

- Twenty-four credits of graduate coursework in English (eight courses)
- Six hours of thesis credit
- A thesis
- An oral exam

Students who choose the thesis option may choose to complete a critical or a creative thesis. Learn more about our thesis option guidelines.

### **Portfolio Option**

The portfolio option requires students to successfully complete:

- Thirty credits of graduate coursework in English (ten courses)
- Two hours of research credit
- A portfolio
- An oral exam

Students who choose the portfolio option may complete a portfolio that contains critical work, creative work, or a combination of both.

Learn more about our portfolio option guidelines.

### **Written Exam Option**

The written exam option requires students to successfully complete:

- Thirty-six credits of graduate coursework in English (twelve courses)
- A written exam
- An oral exam

Learn more about our written exam option guidelines.

### **Course Requirements**

Students who choose the thesis option must complete twenty-four credits of coursework (eight courses) and six credits of thesis for a total of thirty credits; students who choose the portfolio option must complete thirty credits of coursework (ten courses) and two credits of research for a total of thirty-two credits; students who choose the written exam option must complete thirty-six credits of coursework (twelve courses).

### ***Core Requirements***

6 credits

- ENGL 704: Intro to Graduate Studies (3 credits)
- ENGL 705: Seminar in Teaching Composition (3 credits; GTAs only; Non-GTAs must substitute a 700-level elective)

***Additional Requirements for Studies in Literature Track***

24 credits for thesis option; 26 credits for portfolio option; 30 credits for written exam option

- 2 courses (6 credits) in American literature
- 2 courses (6 credits) in British literature
- 2 elective courses (6 credits; students who write a creative thesis must choose 2 creative writing courses)
- Students pursuing the thesis option must take 6 credits of thesis; students pursuing the portfolio option must take 2 additional elective courses and 2 credits of research; students pursuing the written exam option must take 4 additional elective courses (12 credits)

***Additional Requirements for Studies in Writing and Rhetoric Track***

24 credits for thesis option; 26 credits for portfolio option; 30 credits for written exam option

- ENGL 710: Seminar in Rhetoric (3 credits)
- 1 course (3 credits) in American literature
- 1 course (3 credits) in British literature
- 3 additional courses (9 credits) in linguistics, rhetoric, or writing (students who write a creative thesis must choose at least 2 creative writing courses)
- Students pursuing the thesis option must take 6 credits of thesis; students pursuing the portfolio option must take 2 additional elective courses and 2 credits of research; students pursuing the written exam option must take 4 additional elective courses (12 credits)

Note: 50% of the student's coursework must be at the 700 level.

**Oral Exam**

All graduate students must pass an oral exam during their final semester in order to receive the M.A. degree. Option A (thesis) students must sit for the oral exam by the graduate school's oral exam deadline for Option A students. Option B (portfolio) and Option C (written exam) students must sit for the oral exam by the graduate school's capstone deadline.

The oral exam lasts for two hours. During the first hour, students who have chosen the thesis or portfolio options defend their projects, while students who have chosen the written exam option defend their written exam. According to the Graduate School Regulations and Procedures, "[T]he committee and candidate should recognize that an advanced degree is more than evidence of satisfactory completion of courses and that integration of the content of the program is expected of successful candidates." For this reason, questions asked during the second hour of the oral exam should focus on the student's coursework and should require the student to demonstrate the ability to synthesize subject matter drawn from a variety of courses.

For Option A (thesis) students, the Graduate School will send the thesis advisor an evaluation form prior to the oral exam. This form must be signed by all committee members and submitted to the graduate school by the advisor immediately after the exam.

The thesis/portfolio/exam advisor must also bring a copy of the English department's M.A. Oral Exam Assessment Form for each committee member to the exam. After each committee member has completed this form, the thesis/portfolio/exam advisor will submit all copies to the Graduate Coordinator for filing.

## **Reading List**

All students must submit a reading list to their committee as they near the completion of their degree program. Students who choose the thesis or portfolio option must submit their reading list prior to the oral exam so that committee members may use the list to develop oral exam questions relating to coursework. Students who choose the written exam option must submit the reading list prior to the written exam so that committee members may use the list to prepare written exam questions. The reading list will list all the graduate courses the student has taken and should be arranged into appropriate subject categories (for example, “American Literature,” “British Literature,” “Writing, Rhetoric, and Theory”). For each course taken, the student should provide the following information:

- The course prefix and number.
- The title of the course.
- The semester the course was taken.
- The instructor of the course.
- A brief but sufficiently detailed course description (may be quoted from the syllabus).
- A list of all texts and films required for the class. All texts included on the class schedule must be listed individually; for example, if an anthology was used in the course, the student must list not just the title of the anthology, but also the titles of the individual readings from the anthology.

To assist with the completion of the reading list, students should save copies of syllabi from all of their courses.

## **Timeline for Completion of the Degree**

The M.A. program in English is a two- to three-year program. During the second semester of their first year, students must inform the Graduate Coordinator whether they will be choosing the thesis, portfolio, or written exam option in order to complete their degree.

The timelines outlined below apply to students with graduate teaching assistantships. They are approximate and may vary by individual student. Teaching assistants may take slightly longer to complete the program, while students who are not teaching assistants may complete the degree in a shorter period of time. Not completing the program within three years is considered unsatisfactory progress.

### ***Thesis Option***

24 credits of coursework; 6 credits of thesis; 30 credits total.

#### **1<sup>st</sup> Year (12 credits total)**

- 1<sup>st</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 705: Seminar in Teaching.
- 2<sup>nd</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 704: Introduction to Graduate Studies. Determine thesis topic, choose thesis advisor, and form thesis committee. File Plan of Study Form and Advisory Committee Request Form.

#### **2<sup>nd</sup> Year (18 credits total)**

- 1<sup>st</sup> Semester (9 credits). Teach 2 courses, take 2 courses, take 3 credits of thesis. Present thesis proposal early in semester.
- 2<sup>nd</sup> Semester (9 credits). Teach 2 courses, take 2 course, take 3 credits of thesis. Apply for graduation, file Change of Plan of Study if required, schedule and take oral exam, and submit thesis by appropriate deadlines.

### ***Portfolio Option***

30 credits of coursework; 2 credits of research; 32 credits total.

1<sup>st</sup> Year (12 credits total)

- 1<sup>st</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 705: Seminar in Teaching.
- 2<sup>nd</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 704: Introduction to Graduate Studies.

2<sup>nd</sup> Year (12 credits total)

- 1<sup>st</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Choose portfolio advisor and form portfolio committee. File Plan of Study.
- 2<sup>nd</sup> Semester (7 credits). Teach 2 courses, take 2 courses, take 1 credit of research.

3<sup>rd</sup> Year (6 credits total)

- 1<sup>st</sup> Semester (7 credits). Teach 2 courses, take 2 courses, take 1 credit of research. Early in semester, assemble reading list and distribute to committee (provide syllabi to individual committee members upon request). Apply for graduation, file Change of Plan of Study if required, schedule and take oral exam, and submit portfolio by appropriate deadlines.

### ***Written Exam Option***

36 credits of coursework.

1<sup>st</sup> Year (12 credits total)

- 1<sup>st</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 705: Seminar in Teaching.
- 2<sup>nd</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Includes English 704: Introduction to Graduate Studies.

2<sup>nd</sup> Year (12 credits total)

- 1<sup>st</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Choose exam advisor and form exam committee. File Advisory Committee Request Form.
- 2<sup>nd</sup> Semester (6 credits). Teach 2 courses, take 2 courses. File Plan of Study.

3<sup>rd</sup> Year (12 credits total)

- 1<sup>st</sup> Semester (6 credits). Teach 2 courses, take 2 courses.
- 2<sup>nd</sup> Semester (6 credits). Teach 2 courses, take 2 courses. Early in semester, assemble reading list and distribute to committee (provide syllabi to individual committee members upon request). Apply for graduation, file Change of Plan of Study if required, schedule and take written and oral exams by appropriate deadlines.