

# English: Literary and Cultural Studies, BA

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## GENERAL STANDARDS 2022

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The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

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## **Standard 1: Mission**

**Program Mission Statement:** *The English: Literary and Cultural Studies program develops students who analyze critically and compose persuasively, preparing them for thoughtful, effective, and principled participation in society at large.*

This statement was composed collaboratively by the School of English (SoE) faculty in the Spring of 2022, and the final draft was shared electronically with each faculty member. It is used to help guide strategic planning and program/curriculum development.

The statement aligns carefully with the university's mission statement: [MACU Mission and Vision Statements](#), particularly in the areas of creativity, innovation, collaboration, problem solving, and contributing to the good of society. It further aligns with the National Council for Teachers of English standards, especially those related to composition skills, critical analysis, and social justice: [NCTE Standards](#).

The SoE serves the MACU College of Arts and Sciences (CAS) population of traditional students through general education courses required in the university core focused on composition and literary analysis. It further serves this population by offering elective opportunities for non majors and focused content in literary and cultural analysis for those in the English: Literary and Cultural Studies degree program. Additionally, students pursuing multidisciplinary degrees may choose English as an option for area of focus, and those pursuing secondary education degrees may choose English as their area of subject expertise. Finally, the SoE offers a pre-law track as an option within the English: Literary and Cultural Studies program.

### **Summary Statement:**

Review of the last three years finds the English: Literary and Cultural Studies Program on solid footing as we look to the future. The program benefits from a now well-established and adaptive assessment system, multiple years of precise and accurately monitored strategic planning and reporting, a well trained and capable faculty, and facilities and technology appropriate to its mission and strategic goals. Graduate success is extraordinarily encouraging, as ample employment opportunities and a healthy desire for and success in continuing education are hallmarks of recent alumni.

A shift in stewardship from the SoE Chair to the current Program Coordinator in January 2021 has allowed for increased oversight of both the English: Literary and Cultural studies program and those that share overlapping curriculum, such as the English multidisciplinary offerings and the Secondary Education degree with a concentration in English. Prior to this transition the SoE Chair was responsible for all English programming, but while still in charge of supervising budgeting and strategic planning for the entire SoE, the Chair is now better able to focus on oversight of the Secondary Education and Multidisciplinary programs in particular while still remaining an active participant and collaborator supporting the Program Coordinator's efforts in English: Literary and Cultural Studies. The long tenure of each of these faculty members, the

degree of collegiality within the School, and the collaborative nature of the faculty significantly enhance the effectiveness of this leadership structure, one that is unique within CAS and the university at large.

As the program welcomes new students over the next few years, a continued commitment to emerging scholarship and best practices in the discipline will remain of paramount importance. This will require ongoing professional development and attentiveness to changing needs of the field and related job market opportunities for graduates. A renewed focus on communication and marketing geared toward growth in enrollment along with constant innovation in the face of a dynamic marketplace will also be required as the program forges ahead. Historically the SoE has benefitted from at least as many if not more current students selecting the degree as new students who declare it as their major upon admission. While this is not at all unusual in the discipline at large and also a healthy sign of the success of ENGL general education courses capturing the attention and interest of students as a recruiting tool, we hope also to grow the number of first time students matriculating at MACU in order to pursue our degree.

On the whole, the future, just as the present, looks bright for the SoE and the English: Literary and Cultural Studies program. With the continued support of peers in CAS, university staff, the administration, the Board of Trustees, and the campus community more broadly, we believe we are poised for continued success in achieving the missions both of our program and of the university.

## **Standard 2: Program and Services**

### **English: Literary and Cultural Studies Program Organizational Structure:**

**Program Coordinator:** Mark Pickens, Ph.D., Professor

**Program Full-time Faculty from the School of English:** Mark Harris, M.S., M.A., Associate Professor (SoE Chair); Rebecca Bland, M.A., Assistant Professor

### **Program Goals and Strategic Planning Process:**

The university's strategic planning process calls for academic units to align their own strategic goals to the university's overarching strategic plan. This is accomplished through establishing "Wildly Important Goals (WIGs)." Consideration of WIGs occurs at strategic planning meetings in the Fall and Spring semesters. Subsequently, weekly WIG meetings focus on measuring outcomes and developing strategies related to positively influencing those outcomes. Progress on WIGs is communicated to all constituencies through a "scoreboard" posted for public viewing. WIG results are also communicated to the administration and the Office of Institutional Assessment in writing by the SoE Chair. See below for WIG info from the 3 most recent years of strategic planning.

#### 2021-22 SoE WIGs

1. The School of English will explore feasibility for at least 2 new strategic partners for internships/job placement in the newly developed English: Pre-law track by May 1, 2022.

Aligned to Strategic Objectives 5 (Resources) We create learning and work environments that are sustainable and dynamic.

2. The School of English will plan and implement one in-person, student extracurricular social interaction with faculty by April 31, 2022.

Aligned to Strategic Objectives 1 (Customer Experience) and 4 (Customer Retention)

#### 2020-21 SoE WIGs

1. The School of English faculty will research current best practices in strategies for the teaching of literature and language courses and implement one new strategy in each of their courses by May 31, 2022.

- a. LEAD Measure 1: Through research, each faculty member will identify current best practices in the teaching of language and literature

- b. LEAD Measure 2: Based on research, each faculty member will design and implement one new teaching strategy in either a language or a literature course

2. Working collaboratively across disciplines, the School of English will develop, design, and propose a new, innovative program offering by May 31, 2022.

- a. LEAD Measure 1: School of English faculty will contact MACU faculty in other disciplines regarding the development of a collaborative, innovative program offering.
- b. LEAD Measure 2: Based on consultation with non-English faculty, School of English faculty will collaboratively create the new program offering.

#### 2019-20 SoE WIGs

1. The School of English will implement 3 new curricular components that promote professional communication skills for students in the ENGL 1113 English Composition Courses by May 2020.
2. The School of English will increase opportunities for faculty and student extracurricular social interaction by May 2020.

We are glad to report that all WIGs from the previous three years have been achieved.

#### **Interdisciplinary Collaboration:**

The primary means for interdisciplinary collaboration in the SOE is facilitated through our multidisciplinary degree offerings. For the English: Literary and Cultural Studies Program in particular, the Pre-law track also serves this function. Informal collaboration within the English: Literary and Cultural Studies degree also occurs through impromptu brainstorming with faculty in other schools. The collegial atmosphere in CAS and small size of the college make room for such collaboration to occur frequently and naturally. For example, often the surveys of US History and surveys of American Literature have course content that pairs well, inviting curriculum that makes points of connection between the coursework in these classes. Similar synergies exist elsewhere in the curriculum in areas such as Education, Bible and Theology, and Psychology.

#### **Program Design/Structure:**

Catalog listing of Program Requirements:

[Program Sheet \(see pg. 103\)](#)

All full-time faculty in the SoE collaborate to develop program and curriculum design while ensuring alignment with best practices in the discipline (National Council for Teachers of English Standards: [NCTE Standards](#); Modern Language Association Resources: [MLA Resources](#)) and with the university's broader goals and mission: [MACU Mission and Vision Statements](#). In addition to formal strategic planning meetings held each semester, the SoE meets regularly to discuss ongoing goals and other business. As a result of strategic planning goals, assessment data analysis, EOC survey data analysis, review of best practices in the field, and changing university needs, these discussions sometimes occasion curriculum updates to the program. The faculty have made two significant curriculum updates in the last three years, in each case following the protocol for full faculty and University Senate approval (Forms available on Evangelnet under Academics>Senate: [Evangelnet](#)). These updates are detailed in the proposal documents available below.



New Program: Final Approval: English Literary and Cultural Studies B.A. with Pre-Law Track

Final Approval received August 17, 2020

*Do not change form numbering*

**PURPOSE:** Request for FINAL Approval of a New Program (Step #2) (new major, emphasis, concentration or certificate)

Proposed Program Name: \_\_\_\_\_ English: Literary and Cultural Studies B.A. with Pre-law track  
 Submitted by: Mark S. Hart College/School: School of English Date: Feb. 28, 2020

**Process to request approval of a new degree/emphasis/certificate program:**

- **Prerequisite:** Approval of Step #1, Request to Develop a New Program at a previous Faculty and Senate meeting.
- Fill out the attached Faculty/Senate Proposal form.
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form - keeping in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 5 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

**Required Signatures**

1. Obtain all signatures **IN THE ORDER LISTED** for purpose of appropriate collaboration, communication and approval.
2. The signature form must always accompany your proposal. You can expect revisions at all levels of review.
3. Changes requested at any level below should be made before you receive that reviewer's signature.
4. Submit your proposal to the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.

Approved: School Chair/Program Director	Date	Comments
Approved: College Dean	Date	Comments
Approved: Executive Vice-President	Date	Comments
Reviewed: Marketing Representative (CAGS/CAS) <i>CAGS: Judy Allen / CAS: Arlene Giddens</i>	Date	Comments
Reviewed: University Registrar	Date	Comments
Reviewed: Chief Financial Officer	Date	Comments
Reviewed: Director of Institutional Effectiveness	Date	Comments
Approved: Vice President for Academic Affairs	Date	Comments

<b>Name of New Program:</b> <i>(Include full title and degree program approval of Dept. of C required)</i>	English: Literary and Cultural Studies B.A. with Pre-law track
<b>Proposal to Approve a New Program</b> <i>(Apply requirements)</i>	
The proposal is to approve an English: Literary and Cultural Studies degree program with a pre-law track.	
<b>Rationale</b> <i>(Optional in supporting proposal—rationale, justification, reasoning; include documentation of source of request/revision of current program)</i>	
Pre-professional track programs are a growing trend and market at higher education. These programs allow majors to pursue a major and track that will prepare them for post-graduate work in fields which do not have dedicated undergraduate degree programs. Law studies is one such field. "The American Bar Association (ABA) does not recommend any undergraduate majors...to prepare for a legal education. [Subjects] that are considered to be traditional preparation for law school, [include] history, English, philosophy, political science, economics or business." The ABA encourages students interested in pursuing law studies "to pursue an area of study that interests and challenges [them], while taking advantage of opportunities to develop...research and writing skills." The MACU School of English is positioned to develop a program of studies which would address these recommendations.	
<b>Recruitment/Forecasting</b> <i>(Make supporting proposal and forecast student enrollment per semester for the next 3-5 years)</i>	
Reported data housed in the Office of Admissions indicate 10 potential enrollee inquiries into and expression of interest in pursuing a pre-law track in Fall Semester 2019. Projections for enrollment in a pre-law track program from the Office of Admissions are currently 10 enrollees per semester based on data.	
<b>Budget and Correlation to Strategic Planning</b> <i>(include additional equipment, printing or development expenses, adjunct instructors and other expected costs; Note: HLC requires dedicated full-time faculty for a new degree program—not required for emphasis or concentration)</i>	
The proposal would correlate to the Strategic Plan by addressing two of the institution's Operational Values, specifically <b>People</b> —"We compassionately respond and solve problems to effectively meet the needs of those we serve," and <b>Adaptability</b> —"We willingly navigate change to achieve the highest good." No additional cost is anticipated. The program would be developed using existing courses; no new course development is anticipated. Also, since the approval would not be for a new program, no new full-time faculty would be needed to meet HLC requirements.	
<b>Full or part-time</b>	
<b>SUBMITTED BY:</b> • Name/Title • College/School	Mark S. Harris, chair CAS School of English
<b>Proposed Effective Date:</b>	Fall Semester 2020
<b>Program Description</b>	The B.A. in English: Literary and Cultural Studies with Pre-law track focuses on American, English, and world literatures, literary criticism, and language skills. It also includes course options in political science, history, economics, business, criminal justice, communications, health care, pastoral ministries, accounting, and philosophy to prepare students who are interested in post-graduate studies in law.

<b>Program Outcomes</b>	No change to the current English: Literary and Cultural Studies outcomes
<b>Program Admission Requirements</b> <i>(If already approved to major—rate—no change)</i>	No change
<b>New Courses</b> <i>(not coming forward, include name, number, description, prerequisites, CAS—Are course relevant, CAS# for course length)</i>	none
<b>Other Information</b> <i>(optional section)</i>	Degree evaluation form attached

*For assistance with major code or course numbers: See Registrar or VPAA office.*

Major:	School:
Degree:	College:
Effective Date:	Major Code:



The B.A. in Literary and Cultural Studies focuses on American, English and world literatures, and literary criticism. It also includes specialized literature and upper-division courses in writing. This synthesis of courses builds students' knowledge of world literature, its impact on the development of culture and its reflection of cultural values; competence in literary analysis and critical thinking skills; effective research and writing skills; and an ability to apply both to independent study, competence in varied fields of cultural study such as anthropology, sociology, religion, and communication, and insight into the interrelationships of literature and culture. The Pre-law track offers choices from among content fields considered to be traditional preparation for law school, by the American Bar Association, among them: history, philosophy, political science, economics and business. Selections may also be made from criminal justice, communications, health care, and professional statistics courses.

**University Core**  
Specific courses within the University Core are listed on the first page of this catalog section.

**University Core (46 Hours)**  
Bible/Theology (12 Hours)  
Communications (9 Hours)  
U.S. History and Government (6 Hours)  
Science (7 Hours plus 1 hour of lab)  
Math (5 Hours)  
Social Sciences (7 Hours)  
Humanities Required courses (6 Hours)  
ENGL 2908 World Literature Survey: The Ancient World to the Renaissance  
GEOG 2408 Human World Geography

**Orientalism Requirement**  
**Orientalism (1HR)**  
UNIV 1121 First Year Escape!

**Major Requirements**  
**English Major (39 Hours)**  
ENGL 2403 World Literature Survey: The Renaissance to the Modern Era  
ENGL 2103 British Literature Survey I  
ENGL 2203 British Literature Survey II  
ENGL 2503 American Literature Survey: Before 1865  
ENGL 2603 American Literature Survey: Since 1865  
ENGL 3503 Advanced Composition  
ENGL 3513 Major Figures OR  
ENGL 4353 The Apocalyptic Works of C.S. Lewis  
ENGL 3703 Creative Writing  
ENGL 4203 Modern Grammar  
ENGL 4303 Shakespeare  
ENGL 4513 Critical Approaches to Literature  
ENGL 4443 Women in Literature  
ENGL 4503 History of the English Language

**Literary and Cultural Studies (12 Hours)**  
ENGL 3715 Ethnic American Literature  
ENGL 3733 Native American Literature  
ENGL 3923 Cultural Theory and Popular Culture  
ENGL 4513 Language and Popular Culture

**Pre-law Track (select 21 Hours from the following):**

JEST 4103 Colonial Period  
JEST 4203 19th Century United  
JEST 4213 Twentieth Century United States History  
JEST 4223 Directed Readings in US History  
POLE 3104 Constitutional Law  
CRJS 1308 Criminal Justice: Philosophy and Practice  
CRJS 1309 Criminal Law I  
CRJS 1513 Criminal Law II  
ECON 2503 Survey of Economics  
BUAD 4103 Legal Environment of Business  
PHIL 3203 Making of the Modern Mind  
COMM 3203 Media Law and Ethics  
JHC 3509 Legal Aspects of Health Care Management  
JREN 4233 Nonprofit and American Church Law  
ACCN 4623 Assessing Legal Environment

**Foreign Language (6 Hours)**  
Six (6) hours from same language and intensive

Total University Core	46
Total Orientation	1
Total English Major	39
Literary and Cultural Studies	12
Pre-law Track	21
Total Foreign Language	06

**Total Required Hours** 125



<b>Proposal Request to Make Changes to Existing Curriculum or for new course:</b> (state primary area of change—state if revised degree, new or revised course, etc.)	<b>Proposal to Change the current ENGL 4313 Life and Teachings of CS Lewis to two new courses.</b>
<b>Proposal to Change – explain revisions and actions being completed (date change is received and approved, e.g., old and new forms)</b>	
This proposal is to remove the current ENGL 4313 Life and Teachings of CS Lewis course and to create two new courses using the content of the current course. The proposed new courses are ENGL 4XX3 The Apologetics of CS Lewis and ENGL 4XX3 The Fiction Works of CS Lewis and will appear on the English: Literary and Cultural Studies, B.A. program sheet.	
<b>Rationale</b> (explain action supporting proposal – list any pending changes)	
The current ENGL 4313 Life and Teachings of CS Lewis course permits only a selection of both CS Lewis' fiction and apologetics to be studied. Lewis made significant contributions in both fields, and the full extent of his contributions cannot be adequately explored in a single course. The proposed two new courses (ENGL 4XX3 The Apologetics of CS Lewis and ENGL 4XX3 The Fiction Works of CS Lewis) would permit more in-depth study of Lewis' contribution to both fields. Additionally, the courses would allow students who are more interested in one aspect of Lewis' works to select that focus for study. At the same time, students interested in both types of work might enroll in both courses as electives.	
<b>Other information</b> (show new courses, course description changes, etc.)	
ENGL 4XX3 The Apologetics Works of CS Lewis—CS Lewis is notable as a 20 <sup>th</sup> century Christian thinker and lay apologist whose works remain widely read and influential in the church into the 21 <sup>st</sup> century. Among his best known works in this field are <i>Mere Christianity</i> , <i>Surprised by Joy</i> , and <i>A Grief Observed</i> . These and other of Lewis' apologetic works will be studied in the course both for their content and continued applicability. Offered spring semester odd numbered years.	
ENGL 4XX3 The Fiction Works of CS Lewis—In his body of work, CS Lewis created many works of fiction that incorporate orthodox Christian themes which he believed could best be understood through the avenue of fiction. His fictional works include children's literature, poetry, science fiction, and mythology. This course will examine Lewis' fictional works as a part of his Christian oeuvre. Offered spring semester even numbered years.	
<b>Correlation to the Assessment System &amp; Program Improvement</b>	
The changes correlate to the existing assessment and program improvements in place for the School of English.	
<b>Budget and Correlation to Strategic Planning</b> (include additional adjunct or any other expected costs)	
No budget impact	
<b>Other</b> (Attach all pertinent degree program evaluation forms, reviews, revisions, with rationale and highlights, e.g., old and new forms)	
<b>SUBMITTED BY:</b> • Name/Title • College/School	Mirk S. Harris, Chair, School of English
<b>Proposed Effective Date:</b>	Spring Semester 2020

English, Literary and Cultural Studies, B.A.

Effective: 08/01/2017

The B.A. in Literary and Cultural Studies focuses on American, English and world literature, and literary criticism. It also includes specialized literature and upper division courses in writing. This synthesis of courses builds students' knowledge of world literature, its impact on the development of culture and its reflection of cultural values, competence in literary analysis and critical thinking skills, effective research and writing skills, and an ability to apply both to independent study; competence in varied fields of cultural study such as anthropology, sociology, religion, and communication; and insight into the interrelationship of literature and culture.

**University Core**

Specific courses within the University Core are listed on the first page of this catalog section.

**University Core (46 Hrs)**

- Bible/Theology (12 hrs)
- Communication (9 hrs)
- U.S. History and Government (6 hrs)
- Science (6 hrs) *either / kg. of lab*
- Math (3 hrs)
- Social Sciences (3 hrs)
- Humanities Required courses (10 hrs):
  - \*ENGL 2303 World Literature Survey: The Ancient World to the Renaissance
  - \*GEOG 2603 Human World Geography

\*These courses are required pre-requisite for the major. Upon completion of the above courses, corresponding University Core requirements will be satisfied. (These courses are required for this major regardless of previous degree conferred). See the Academic Program Requirements section of this Catalog for additional requirements.

**Orientation Requirement**

**Orientation (1Hr)**

UNIV 1121 First Year Evangel

**Major Requirements**

**English Major (31 Hrs)**

- ENGL 2103 British Literature Survey I
- ENGL 2203 British Literature Survey II
- ENGL 2403 World Literature Survey: The Renaissance to the Modern Era
- ENGL 2503 American Literature Survey: Before 1865
- ENGL 2603 American Literature Survey: Since 1865
- ENGL 3503 Advanced Composition
- ENGL 3513 Major Figures
- ENGL 3923 Cultural Theory and Popular Culture
- ENGL 4203 Modern Grammar
- ENGL 4303 Shakespeare
- ENGL 4533 Critical Approaches to Literature

**Literature and Cultural Studies (39 Hrs)**

*Students may choose to replace the Literature and Cultural Studies courses with a Multidisciplinary option. (See options in the Academic Program Requirements section.)*

- ENGL 3523 Special Topics
- ENGL 3703 Creative Writing
- ENGL 3713 Ethnic American Literature
- ENGL 3733 Native American Literature
- ENGL 4313 ~~Life and Thought of C.S. Lewis~~
- ENGL 4333 The Fiction Works of U.S. Women
- ENGL 4503 History of the English Language
- ENGL 4543 Culture, Language and Popular Culture
- ENGL 4803 Form and Genre in Literature

**Choose fifteen (15) hours from the following literature and cultural courses.**

- ENGL 3343 Studies in Theory
- ENGL 3723 Novel From Writing Authors
- ENGL 4143 Women in Literature
- ENGL 4523 Young Adult Literature
- ENGL 4653 Capstone Research
- ENGL 4913 Theory Studies
- ENGL 3823 The Applications of C.S. Lewis
- ETUMS 2118 The African American Experience
- ETUMS 3303 World Religions in America
- ETUMS 4613 The Hispanic American Experience
- ETUMS 4913 ~~History of the Native American Southwest~~
- MISS 5403 Cross-Cultural Communication
- STUC 3023 World Religions and Historical Myths
- STUC 4203 The Pilgrims in America
- STUC 7283 Intro to Cultural Anthropology

**Foreign Language (6 Hrs)**

Six (6) hours from same language and consecutive

Total University Core	46
Total Orientation	1
Total English Major	33
Total Literature and Cultural Studies	39
Total Foreign Language	6
<b>Total Required Hours</b>	<b>125</b>

**Standard 3: Student Learning, Development, and Success**

**English: Literary and Cultural Studies Curriculum Map:**

The curriculum map below details the relationship between Program Outcomes, Student Learning Outcomes, and the various courses containing curriculum in support of the outcomes.

**+** Program Curriculum Maps

The Program Outcomes and Student Learning Outcomes listed below were developed collaboratively by SOE faculty after careful consideration of and alignment with the National Council for Teachers of English (NCTE) standards: [NCTE Standards](#). These standards were used as a starting point and then adapted for our specific purposes always with careful alignment to NCTE to ensure both suitability for our specific program and adherence to best practices in the discipline on the whole. The use of NCTE standards is also strategically connected to the overlap in curriculum for both the English: Literary and Cultural studies program and curriculum supporting the ENGL content in the School of Teacher Education’s Secondary Education Program with an English emphasis. In addition to NCTE standards, the faculty also consider and draw influence from the Modern Language Association’s (MLA) materials as further frames of reference when developing outcomes and designing curricula to support those outcomes: [MLA Resources](#).

**Program Outcomes and Student Learning Outcomes (PO-SLO)**

**Course Alignment**

<b><i>Program Outcome 1: Produce Graduates who understand the history, structure, and development of the English language.</i></b>	
<b>Student Learning Outcome 1.1: The student will demonstrate knowledge of the structure of the English language.</b>	
<b>Course</b>	<b>Course Objective - <i>Upon completion of the course, the student will be able to:</i></b>
<b>ENGL 4203: Modern Grammar</b>	1.1.1: Demonstrate knowledge of English grammars in composition and responses to written, oral, and other texts.
	1.1.2: Define semantics, syntax, morphology, and phonology.
<b>Student Learning Outcome 1.2: The student will explore the history of the English language and the impact of varying contexts on language.</b>	
<b>Course</b>	<b>Course Objective - <i>Upon completion of the course, the student will be able to:</i></b>



<b>ENGL 4503: History of the English Language</b>	1.2.1: Identify the impact of cultural, economic, political, and social environments on language.
	1.2.2: Explain how and why language varies and changes in different regions, across different cultural groups, and across different time periods.
	1.2.3: Outline the evolution of the English language and historical influences on its forms.
<b>Student Learning Outcome 1.3: The student will explain the processes of language acquisition and development.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 4503: History of the English Language</b>	1.3.1: Comprehend the processes of Language acquisition and development.
<b><i>Program Outcome 2: Produce graduates who compose a variety of print and non-print texts.</i></b>	
<b>Student Learning Outcome 2.1: The student will compose written, verbal, and visual texts using rhetorical analysis of audience and purpose.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 1103: English Composition I</b>	2.1.1: Compose texts considering the relationship between form, audience, context, and purpose.
<b>Student Learning Outcome 2.2: The student will illustrate the influence of language and visual images on thinking and composing.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 3703: Creative Writing</b>	2.2.1: Illustrate the influence of language and visual images on thinking and composing.
<b>Student Learning Outcome 2.3: The student will employ various compositional strategies.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 1103: English Composition I</b>	2.3.1: Engage in the recursive practices of writing (drafting, revising, etc.).
<b>ENGL 1203: English Composition II</b>	2.3.2: Use a wide variety of effective composing strategies to generate meaning and to clarify understanding.
	2.3.3: Can compose a range of formal and informal texts.

<b><i>Program Outcome 3: Produce graduates who analyze texts using multiple interpretive and evaluative strategies.</i></b>	
<b>Student Learning Outcome 3.1: The student will critique texts using an array of critical approaches.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 4533: Critical Approaches to Literature</b>	3.1.1: Employ a wide variety of strategies to interpret, evaluate, and appreciate texts.
<b>ENGL 2303 World Literature</b>	3.1.2: Relate texts to their own past experiences, sociocultural backgrounds, interests, and capabilities.
<b>Student Learning Outcome 3.2: The student will construct meaning from literary texts.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 4533: Critical Approaches to Literature</b>	3.2.1: Demonstrate understanding of the relationship between symbols and meaning through criticism of print and non-print texts.
<b>Student Learning Outcome 3.3: The student will evaluate textual sophistication.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 4303: Shakespeare</b>	3.3.1: Discriminate between texts of varying complexity and difficulty.
<b><i>Program Outcome 4: Produce graduates who analyze texts from diverse origins using a variety of critical lenses.</i></b>	
<b>Student Learning Outcome 4.1: The student will critique texts from a wide spectrum of geographic, historical, and cultural origins.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
<b>ENGL 2403: World Literature Survey: The Renaissance to the Modern Era.</b>	4.1.1: Analyze works representing a broad historical and/or contemporary spectrum of United states, British, and world, including non-Western, literature.
<b>Student Learning Outcome 4.2: The student will engage with texts of various genres written by authors of diverse ages, genders, and ethnicities.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>

ENGL 4523: Young Adult Literature	4.2.1: Evaluate numerous works specifically written for older children and younger adults.
ENGL 2503: American Literature Survey: Before 1865	4.2.2: Critique works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
ENGL 2403: World Literature Survey: The Renaissance to the Modern Era.	4.2.2: Critique works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
ENGL 3713: Ethnic American Literature	4.2.2: Critique works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
<b>Student Learning Outcome 4.3: The student will comprehend a range of theoretical approaches to literature.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
ENGL 4533: Critical Approaches to Literature	4.3.1: Demonstrate an in-depth knowledge of a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.
<b><i>Program Outcome 5: Produce graduates who critically analyze digital media and other non-print texts.</i></b>	
<b>Student Learning Outcome 5.1: The student will discern the meaning and impact of digital media and other non-print texts.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
ENGL 4523: Young Adult Literature	5.1.1: Understand digital media's influence on culture and people's actions and communication.
ENGL 4303: Shakespeare	5.1.2: Construct meaning from digital media and non-print text.
<b>Student Learning Outcome 5.2: The student will engage with a range of digital media and other non-print genres.</b>	
<b>Course</b>	<b>Course Objective - Upon completion of the course, the student will be able to:</b>
ENGL 1103: English Composition I	5.2.1: Respond to a variety of non-print texts such as: film, video, graphic, photographic, audio, and multimedia texts.
<b><i>Program Outcome 6: Produce graduates who critically analyze how cultural production (e.g. Literature, film, visual art, and other cultural practices) represents and critiques systems of power and provokes social change.</i></b>	
<b>Student Learning Outcome 6.1: The student will generate and interpret cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).</b>	

Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4523: Young Adult Literature	6.1.1 The student will generate cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).
ENGL Advanced Comp	6.1.2 The student will generate interpret cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).
<b>Student Learning Outcome 6.2: The student will generate and interpret cultural texts in consideration of components of identity (e.g. Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4523: Young Adult Literature	6.2.1 The student will interpret cultural texts in consideration of components of identity (e.g. Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).
ENGL Advanced Comp	6.2.1 The student will generate texts in consideration of components of identity (e.g. Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).

Click here to view the most recent assessment results: [MACU Assessment for English: Literary and Cultural Studies](#).

### **Program Graduate Information:**

Recent Program graduates have found very high rates of employment in a variety of fields including professional writing, education, business/marketing/communications, legal practice, and non-profit work. In the past 3 years, we have seen graduates accepted into law schools (University of Denver, University of Oklahoma) with another whose application is pending (University of Oklahoma). To this point, program graduates who have reported applying to law schools have experienced a 100% acceptance rate. Another graduate recently completed M.A. work in English at the University of Oklahoma and has gone on to the University of Arizona as PhD student. This student passed her comprehensive exams in Spring of 2022 and has moved on to the dissertation stage.

### **Standard 4: Assessment**

#### **The SoE Culture of Assessment: Planning and Processes; Results and Improvement:**

The overall assessment strategy for our program is to measure each of the Student Learning Outcomes aligned to our Program Outcomes in order to determine the success of the program at achieving its aims. This is accomplished through assessment of particular Student Learning Outcomes as demonstrated by individual student performances in specific courses. Program curricula may introduce certain knowledge and skill-sets and then reinforce these at multiple points throughout the program through classroom content and related graded assignments (see Curriculum Map in Standard 3 for reference). For assessment purposes, however, particular Course Objectives aligned to Student Learning Outcomes are tied to Student Performance Components that measure each Course Objective. Instructors collect assessment data using assessment rubrics designed for measuring Student Performance Components. The rubrics are loaded as surveys in a D2L Course created to house assessment data for the SoE. Instructors record a survey response for every student in the designated course by applying the Assessment Rubric. The Program Coordinator accesses this data and related summary reports generated by the D2L surveys when preparing assessment reports each semester. The data is also available to all full-time SoE faculty in the program. Faculty digest this data and deliberate on the results, using the data to inform collaborative decisions about curriculum changes (assignments, course materials, etc.), pedagogical strategies, and related issues. These collaborations produce the strategies and reporting discussed in assessment reports authored by the Program Coordinator and housed in the assessment portal: [SoE Assessment Data](#). As part of the regular review of assessment data, all outcomes and related assessment tools are also subject to review for any need to alter or replace them.

The alignment chart below illustrates the measurement strategy. Below the chart is a sample Assessment Rubric from the ENGL1203 course showing how Student Performance Components connected to Course Objectives are tied to individual student performances. These rubrics are used for data collection and are housed in the SoE's D2L Assessment "course" as surveys. See the screenshots of a sample survey summary underneath the rubric. These summaries tally the data after all surveys are completed applying the rubric to each individual student's performance. Finally, the rotation chart illustrates the cycle of assessment, identifying when and where each Course Objective is measured and the SLO and PO to which it aligns.

### **Alignment of Program Outcomes, Student Learning Outcomes, and Course Objectives**

*Program Outcome 1: Produce Graduates who understand the history, structure, and development of the English language.*

**Student Learning Outcome 1.1: The student will demonstrate knowledge of the structure of the English language.**



Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
<b>ENGL 4203: Modern Grammar</b>	1.1.1: Demonstrate knowledge of English grammars in composition and responses to written, oral, and other texts.
	1.1.2: Define semantics, syntax, morphology, and phonology.
<b>Student Learning Outcome 1.2: The student will explore the history of the English language and the impact of varying contexts on language.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
<b>ENGL 4503: History of the English Language</b>	1.2.1: Identify the impact of cultural, economic, political, and social environments on language.
	1.2.2: Explain how and why language varies and changes in different regions, across different cultural groups, and across different time periods.
	1.2.3: Outline the evolution of the English language and historical influences on its forms.
<b>Student Learning Outcome 1.3: The student will explain the processes of language acquisition and development.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
<b>ENGL 4503: History of the English Language</b>	1.3.1: Comprehend the processes of Language acquisition and development.
<b>Program Outcome 2: Produce graduates who compose a variety of print and non-print texts.</b>	
<b>Student Learning Outcome 2.1: The student will compose written, verbal, and visual texts using rhetorical analysis of audience and purpose.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
<b>ENGL 1103: English Composition I</b>	2.1.1: Compose texts considering the relationship between form, audience, context, and purpose.
<b>Student Learning Outcome 2.2: The student will illustrate the influence of language and visual images on thinking and composing.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
<b>ENGL 3703: Creative Writing</b>	2.2.1: Illustrate the influence of language and visual images on thinking and composing.

<b>Student Learning Outcome 2.3: The student will employ various compositional strategies.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 1103: English Composition I	2.3.1: Engage in the recursive practices of writing (drafting, revising, etc.).
ENGL 1203: English Composition II	2.3.2: Use a wide variety of effective composing strategies to generate meaning and to clarify understanding.
	2.3.3: Can compose a range of formal and informal texts.
<b><i>Program Outcome 3: Produce graduates who analyze texts using multiple interpretive and evaluative strategies.</i></b>	
<b>Student Learning Outcome 3.1: The student will critique texts using an array of critical approaches.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4533: Critical Approaches to Literature	3.1.1: Employ a wide variety of strategies to interpret, evaluate, and appreciate texts.
ENGL 2303 World Literature	3.1.2: Relate texts to their own past experiences, sociocultural backgrounds, interests, and capabilities.
<b>Student Learning Outcome 3.2: The student will construct meaning from literary texts.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4533: Critical Approaches to Literature	3.2.1: Demonstrate understanding of the relationship between symbols and meaning through criticism of print and non-print texts.
<b>Student Learning Outcome 3.3: The student will evaluate textual sophistication.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4303: Shakespeare	3.3.1: Discriminate between texts of varying complexity and difficulty.
<b><i>Program Outcome 4: Produce graduates who analyze texts from diverse origins using a variety of critical lenses.</i></b>	

<b>Student Learning Outcome 4.1: The student will critique texts from a wide spectrum of geographic, historical, and cultural origins.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 2403: World Literature Survey: The Renaissance to the Modern Era.	4.1.1: Analyze works representing a broad historical and/or contemporary spectrum of United states, British, and world, including non-Western, literature.
<b>Student Learning Outcome 4.2: The student will engage with texts of various genres written by authors of diverse ages, genders, and ethnicities.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4523: Young Adult Literature	4.2.1: Evaluate numerous works specifically written for older children and younger adults.
ENGL 2503: American Literature Survey: Before 1865	4.2.2: Critique works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
ENGL 2403: World Literature Survey: The Renaissance to the Modern Era.	4.2.2: Critique works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
ENGL 3713: Ethnic American Literature	4.2.2: Critique works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
<b>Student Learning Outcome 4.3: The student will comprehend a range of theoretical approaches to literature.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4533: Critical Approaches to Literature	4.3.1: Demonstrate an in-depth knowledge of a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.
<b><i>Program Outcome 5: Produce graduates who critically analyze digital media and other non-print texts.</i></b>	
<b>Student Learning Outcome 5.1: The student will discern the meaning and impact of digital media and other non-print texts.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4523: Young Adult Literature	5.1.1: Understand digital media's influence on culture and people's actions and communication.
ENGL 4303: Shakespeare	5.1.2: Construct meaning from digital media and non-print text.

<b>Student Learning Outcome 5.2: The student will engage with a range of digital media and other non-print genres.</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 1103: English Composition I	5.2.1: Respond to a variety of non-print texts such as: film, video, graphic, photographic, audio, and multimedia texts.
<b><i>Program Outcome 6: Produce graduates who critically analyze how cultural production (e.g. Literature, film, visual art, and other cultural practices) represents and critiques systems of power and provokes social change.</i></b>	
<b>Student Learning Outcome 6.1: The student will generate and interpret cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4523: Young Adult Literature	6.1.1 The student will generate cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).
ENGL Advanced Comp	6.1.2 The student will generate interpret cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).
<b>Student Learning Outcome 6.2: The student will generate and interpret cultural texts in consideration of components of identity (e.g. Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).</b>	
Course	Course Objective - <i>Upon completion of the course, the student will be able to:</i>
ENGL 4523: Young Adult Literature	6.2.1 The student will interpret cultural texts in consideration of components of identity (e.g. Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).
ENGL Advanced Comp	6.2.1 The student will generate texts in consideration of components of identity (e.g. Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).

**ENGL 1203: Composition II**  
**Assessment Rubric**  
**School of English**  
**Mid-America Christian University**

Student \_\_\_\_\_

Date \_\_\_\_\_

Assessment of Student Performance

Evaluator \_\_\_\_\_

Student Performance Component	Method of Assessment	Unacceptable 1	Needs Improvement 2	Meets Expectations 3	Exceeds Expectations 4	Student's Score
The student will be able to use a wide variety of effective composing strategies to generate meaning and to clarify understanding (2.3.2).	<i>MGRP</i>	Project does not demonstrate any identifiable compositional strategy or only makes use of one compositional strategy.	Project makes minimal use of 2 or more compositional strategies.	Project demonstrates adequate use of multiple compositional strategies in formal choices (font, color, images, audio, video, etc.) and/or rhetorical appeals (ethos, pathos, logos).	Project demonstrates multiple convincing and effectively executed compositional strategies in formal choices (font, color, images, audio, video, etc.) and/or rhetorical appeals (ethos, pathos, logos).	
The student will be able to compose a range of formal and informal texts (2.3.3).	<i>MGRP</i>	Body of project contains 60% or fewer of required number of entries with little or no variety in genres	Body contains 80% or fewer of required number of genres; genres show some variety	Body contains all required genres as well as uses a variety of genres	Body contains all required genres and uses much variety. Genres evidence attention to detail and synthesis of form and function.	



**Question 1**

2.3.2 The student will be able to use a wide variety of effective composing strategies to generate meaning and to clarify understanding.

(1) Project does not demonstrate any identifiable compositional strategy or only minimally makes use of one compositional strategy		0	(0 %)
(2) Project makes minimal use of 2 or more compositional strategies		3	(15 %)
(3) Project demonstrates adequate use of multiple compositional strategies in formal choices (font, color, images, audio, video, etc.) and/or rhetorical appeals (ethos, pathos, logos)		10	(50 %)
(4) Project demonstrates multiple convincing and effectively executed compositional strategies in formal choices (font, color, images, audio, video, etc.) and/or rhetorical appeals (ethos, pathos, logos)		7	(35 %)

**Question 2**

2.3.3 The student will be able to compose a range of formal and informal texts.

(1) Project lacks integration of formal or informal texts as evidenced in overall composition		0	(0 %)
(2) Project includes little integration of formal or informal texts as evidenced in the overall composition:		2	(10 %)
(3) Project includes adequate integration of formal and informal texts as evidenced in the overall composition		11	(55 %)
(4) Project includes comprehensive integration of formal and informal texts as evidenced in the overall composition to create impactful holistic effect		7	(35 %)

**Assessment Rotation Chart with Alignment**
**Fall Even**

Comp I:	PO 2	SLO 2.1	CO: 2.1.1	Ad Analysis Paper
		SLO 2.3	CO: 2.3.1	"
	PO 5	SLO 5.2	CO 5.2.1	"
Comp 2	PO 2	SLO 2.3	CO 2.3.2, 2.3.3	MGRP
Shakespeare	PO 3	SLO 3.3	CO 3.3.1	MGRP
	PO 5	SLO 5.1	CO 5.1.2	"
Advanced Comp	PO 6	SLO 6.1	CO 6.1.2	Composition Portfolio
		SLO 6.2	CO 6.2.1	"

**Spring Odd**

W.L.: Ren to Mod	PO 4	SLO 4.1	CO 4.1.1	DQ Composite Score
		SLO 4.2	CO 4.2.2	"
Creative Writing	PO 2	SLO 2.2	CO 2.2.1	Chapbook

**Fall Odd**

A.L.: Before 1865	PO 4	SLO 4.2	CO 4.2.2	DQ (comp)
H.E.L.	PO 1	SLO 1.2	CO 1.2.1, 1.2.2, 1.2.3	Research Paper
		SLO 1.3	CO 1.3.1	Visual Timeline
Y.A.L.	PO 4	SLO 4.2	CO 4.2.1	Novel Analysis/ LP
	PO 5	SLO 5.1	CO 5.1.1	"
	PO 6	SLO 6.1	CO 6.1.1	"
		SLO 6.2	CO 6.2.1	"

**Spring Even**

Ethnic A.L.	PO 4	SLO 4.2	CO 4.2.2	
Modern Grammar	PO 1	SLO 1.1	CO 1.1.1, 1.1.2	Research Pap./ Ling. Proj.
Crit. App. (comp.)	PO 3	SLO 3.1	CO 3.1.1	Response Papers
		SLO 3.2	CO 3.2.1	"
	PO4	SLO 4.3	Co 4.3.1	"

Assessment of courses and faculty performance are also accomplished through collection and analysis of End of Course (EoC) Survey data. Survey results are shared with faculty and their Chairs, Deans, and the Vice President for Academic affairs. This information is used to evaluate faculty performance and becomes the basis for personnel decisions, but it is also used to assess student perceptions of courses' curricula, technology, and other components. The Program Coordinator reviews the survey data and qualitative feedback for SoE courses every semester, and the data is used for training and decision-making purposes. The analysis of the data and implementation of that analysis in decision-making processes is reported each semester by the Program Coordinator in the Course Report housed on the [MACU Assessment Site](#).

### **Standard 5: Access, Diversity, and Inclusion**

#### **Diverse and Inclusive Educational and Work Environments:**

In the interest of celebrating diversity, promoting inclusiveness, and fostering cross-cultural understanding, the program provides broad coverage of diverse literary traditions in specific courses such as Native American Literature, Ethnic American Literature, and diverse offerings in British, World, and American Literature survey courses. Seminars on Women in Literature and theory courses such as Critical Approaches to Literature and Cultural Theory and Popular Culture also offer content engaging with these issues and a forum for discussing how cultural factors play a crucial role in understanding and participating in the discipline. In addition, faculty employ a cultural studies paradigm encouraging students to consider issues related to race, gender/sexuality, class, nationality, religion, and the consequences of cultural representation of these differences when discussing and analyzing texts.


All of these program and curriculum design features are a reflection of alignment to NCTE Standards, MLA Resources, and the University's Mission (as detailed previously in Standards 2 and 3). In particular, the Student Learning Outcomes reproduced below directly address issues of diversity and inclusion:

- Student Learning Outcome 4.1: The student will critique texts from a wide spectrum of geographic, historical, and cultural origins.
- Student Learning Outcome 4.2: The student will engage with texts of various genres written by authors of diverse ages, genders, and ethnicities.
- Student Learning Outcome 6.1: The student will generate and interpret cultural texts in consideration of local, national, and global particularities (social, economic, political, and cultural histories and context).
- Student Learning Outcome 6.2: The student will generate and interpret cultural texts in consideration of components of identity (e.g. Race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment).

The SoE also encourages participation in the university's Celebration of Culture for both faculty and students, a campus event designed to foster awareness, appreciation, and celebration of cultural difference by spotlighting the rich diversity of the MACU student body and broader campus community. Additionally, all SoE students and faculty must comply with policies and laws designed to ensure equality of opportunity and access, such as MACU's Human Resource policies and applicable Title IX regulations. Legal and ethical obligations for such compliance are covered in more detail in Standard 9.

**Student Access to SoE Faculty:** Faculty maintain regular office hours, both in-person and online, to allow access to students. Even outside of office hours, faculty provide email and phone contacts for voice, text message, and email accessibility. See below for a sample faculty

schedule, which would be posted outside the faculty member's office. The same information is replicated on syllabi and in the News section for each course's D2L site.

				
Mark Pickens—Spring 2022				
Office Phone: 692-3117 E-Mail: mark.pickens@macu.edu				
Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 Office Hours	8:30 - 9:30 Office Hours	8:30 - 9:00 Office Hours	8:30 - 9:30 Office Hours	8:30 - 9:00 Office Hours
9:05 - 9:55 ENGL1203 CR 115	9:30 - 10:45 ENGL4533 CR101	9:05 - 9:55 ENGL1203 CR 115	9:30 - 10:45 ENGL4533 CR101	9:05 - 9:55 ENGL1203 CR 115
10:00 - 11:00 Office Hours		Chapel		Chapel
11:20 - 12:10 ENGL1203 CR102	11:00 - 12:15 ENGL1203 CR144	11:20 - 12:10 ENGL1203 CR102	11:00 - 12:15 ENGL1203 CR144	11:20 - 12:10 ENGL1203 CR102
Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 3:15 Office Hours	1:30 - 2:30 Office Hours	1:15 - 3:15 Office Hours	1:30 - 2:30 Office Hours	
<u>MACU COMMITTEE ASSIGNMENTS</u>				
University Senate				
Deputy Title IX Coordinator				
Merit Pay Ad Hoc				
Badging Initiative				

**Standard 6: Leadership, Management, and Supervision**

**SoE Chair and Program Coordinator's Use of Data-driven Decision Making:**

Data-based decisions inform the Program Coordinator's stewardship of curriculum as described in standards 2 and 4 addressing program design and academic assessment.

Additionally, the SoE Chair uses SLO assessment data, EoC survey data, retention data, informal qualitative feedback, and other information to oversee the development and implementation of the SoE's strategic plan in collaboration with SoE faculty. The entire SoE faculty meet twice yearly to discuss/develop/revise the strategic plan. Weekly WIG meetings reinforce and allow for strong focus on implementation of the strategic plan.

The SoE Chair also participates in the Faculty Performance Evaluation process and uses the results of these reviews to acknowledge and reward SoE personnel for their achievements, as well as to strategize with faculty concerning areas for further improvement and training. This is accomplished in consultation with the Dean of CAS and the VPAA. Completed Performance Evaluations are provided to the Faculty Member, SoE Chair, CAS Dean, VPAA, and kept on file in the VPAA's office.

See below for links to Strategic Plans for the last 3 years followed by the Performance Evaluation template used for assessing and documenting faculty performance and related personnel decisions.

[x SPU Notebook 2018-2019--Closed Version.xlsx](#)

[x SPU Notebook 2019-2020--Closed Version.xlsx](#)

[x 2020-21 4DX Notebook 6.1.20--Updated Aug 31, 2020.xlsx](#)





## CAS Annual Faculty Performance Review

### School Year

Name: \_\_\_\_\_

Rank: \_\_\_\_\_ Yrs. In Rank: \_\_\_\_\_

College: \_\_\_\_\_

Program: \_\_\_\_\_ Period of Review: \_\_\_\_\_

Review of faculty is conducted to:

1. Assess and document levels of faculty performance;
2. Identify areas of needed and/or desired professional growth;
3. Identify progress being made by faculty
4. Facilitate internal communication

Steps in the Review Process: The faculty will:

1. Maintain an ongoing portfolio of annual activities that evidence performance in teaching, scholarship, and service;
2. Conduct a self-assessment for the year; set goals for the next year; and submit to the dean by indicated deadline (**cannot be accepted after August 15th**);
3. Conference with School Chair/Program Director; and with the dean for annual review based on set goals.

#### Guidelines:

At the annual faculty performance review conference, each faculty member, in collaboration with the respective school chair/program director and dean, will determine the percentages that teaching, scholarship, and service will contribute to the annual faculty performance review during the subsequent year. The ranges are designated as follows with the total percentages of the three categories totaling 100 percent. In making these decisions, variables including but not limited to the college and university needs/requirements/ for accreditation, academic program expectations, and primary level of the faculty member's teaching assignment should be considered.

Teaching:	40-60 percent
Scholarship:	20-30 percent
Service:	20-40 percent

The faculty member in collaboration with the school chair/program director, and dean will determine the activities/accomplishments in teaching, scholarship, and service that will be required for “meets expectations” and/or “exceeds expectations” for the subsequent year, based on the goals of the faculty member and needs of the college and university.

## TEACHING

\_\_\_\_\_ % (40-60)

The teaching responsibilities of a faculty member are multi-faceted and complex. Included in this responsibility is participation in the design and delivery of curriculum, teaching load, and the advising and the involvement in student support and retention.

***Design and Delivery of Curriculum*** involves the development of curriculum and its effective delivery including the expectation of continuous quality improvement in instruction which encompasses collaboration with CCLT-IA.

***Faculty Workload*** represents the administrative component of teaching. Included within the category are course load, number of preparation, and student enrollment.

***Advising and Retention of Students*** reference the relational aspect of teaching. It includes components at each level of the institution: course, program, and university.

Because of the complexities of these responsibilities, the evaluation of teaching involves multiple courses of information. **Examples of teaching activities might include, but are not limited to the following:**

1. **Design and Delivery of Curriculum**
  - a. Development of new syllabi or a substantive revision of existing syllabi (attach copies)
  - b. Student artifacts as an indication of student mastery of curriculum
  - c. Implementation of a new or improved teaching strategy pursuant to professional development

- d. Results of student evaluation of teaching as an indication of content knowledge and effective instructional strategies
- e. Receipt of an award of honor for teaching excellence from an internal or external source as an indication of content knowledge and/or effective instruction

**2. Teaching Load**

- a. Number of preparations—Number of non-duplicated course preparations in spring and fall semesters
- b. Number of new preparations—Number of first-time-taught courses for faculty member
- c. Non-standard courses such as lab courses, web-based, off-campus, research project
- d. Number of courses taught per semester
- e. Student contact hours – number of students in a class multiplied by credit hour
- f. Student enrollment—Number of students enrolled in each course; total duplicated number of students in all courses per semester and academic year

**3. Advising and Support of Students**

- a. Course Level –
  - I. Retention of students in courses (i.e. students retained in courses taught by the instructor)
  - II. Efforts to assist enrolled students who experience academic difficulties

**Current Year Goals & Evidence:** (Re-state your goals for the current academic school year and provide evidence. Attach additional information as needed.)

Teaching Rating Scale:

Exceeds Expectations (3)

Meets Expectations (2)

Does Not Meet Expectations (1)

Faculty Self-Evaluation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dean's Evaluation

## SCHOLARSHIP and CREATIVE ACTIVITY

\_\_\_\_\_ % (20-30)

Scholarship and creative activities are essential aspects of faculty's contribution to the academic community and are critical to inform their teaching on an ongoing basis. Forms of scholarship vary widely across the University, depending upon a faculty's discipline. **Examples of Scholarship and Creative Activities might include, but are not limited to the following:**

### **Presentations**

- a. Presentation at a professional conference (regional, state, national, international)
  - b. Presentation at another professional venue
  - c. Panelist/Moderator at a professional conference
- 1. Publications**
- a. Book review
  - b. Book chapter
  - c. Book (value considerations include specific faculty role):
    - I. Editor
    - II. Author (single or multiple)
    - III. Proposal submitted
  - d. Case study published in textbook
  - e. Conference proceedings (indicate percentage of conference presentations that are approved for publication)
  - f. Journal article (attach copy of printed article with title of journal, date of publication, volume, and page numbers) (value considerations include):
    - I. Whether or not the publication was peer reviewed
    - II. Faculty as sole or lead author
    - III. Publication acceptance rate of journal
    - IV. Level of publication distribution (i.e., regional, state, national, or intentional)
  - g. Literary piece of work (e.g., poem, play, short story)
  - h. Record of ongoing scholarly activities
- 2. Professional Development**
- a. Attendance/participation at professional meetings

- b. In-service programs and workshops – may include specialists brought in from other universities, agencies, or from within the MACU faculty/staff
  - c. Audited classes will receive credit if the faculty member attends 90 percent of the class sessions of content discussion
  - d. Approved cultural and professional enrichment travel and activities
  - e. Other development activities as approved by the appropriate School Chair/Program Director and Academic Dean
- 3. Scholarly/Professional Liaisons**
- a. Maintenance of professional license/certification in teaching area not required as a condition of employment
  - b. Membership in a professional organization related to academic discipline
  - c. Subscription to professional journals or publications
  - d. Peer review reader for a professional journal
  - e. Scholarship of Application
- 4. External Funding**
- a. Program or research grant application completed and submitted for funding but rejected
  - b. Grant awards or contracts attained through a competitive process (value considerations include):
    - I. Size of monetary award
    - II. Competitiveness of award
    - III. Funding cycle (one year; three- year, etc.)
  - c. Successful management of grant(s)
  - d. Review of grant proposals for professional organization or government agency
- 5. Creative Activity in Faculty's Discipline**
- a. Performance in a creative work that is officially offered for public enjoyment or entertainment beyond the university classroom venue (e.g., play, concert, recital)

**Current Year Goals & Evidence:** (Re-state your goals for the current academic school year and provide evidence. Attach additional information as needed.)

<u>Scholarship Rating Scale:</u>	Faculty Self-Evaluation	Dean's Evaluation
Exceeds Expectations (3)	_____	
Meets Expectations (2)	_____	
Does Not Meet Expectations (1)	_____	

## Service

\_\_\_\_\_ % (20-40)

Service to the University, the profession and discipline, and the community is an important component of a faculty member's responsibilities. Evaluating the service role of a faculty member is complex because of the array of activities that may be defined as service and the numerous factors such as time commitment, quality of contributions, etc. that impact each activity. Service activities shall be based on specific assignments and accomplishments in conjunction with supporting documentation (e.g., a letter from the school chair/program director of a committee stating faculty member's performance). **Examples of service activities might include, but are not limited to the following:**

### University and College

- a. University Senate
  - I. Committee member
- b. School Chair/Program Director
  - a. Interviewing and hiring of Adjuncts
- c. University & College Committee/s
  - I. Higher Learning Commission Committee
  - II. Faculty/administrator/staff search committee
  - III. Other standing committees, e.g. Teacher Education, Faculty Affairs, see page IV of the Faculty Handbook for a complete listing
  - IV. Ad-hoc Committees
- d. Student Recruitment
  - I. Participation in new student recruitment activities into academic programs at the university
- e. Advising/Student Retention at the Program/University Level
  - I. Number of program advisees
  - II. Graduation/completion rate of advisees
- f. Participation in activities that promote advising and retention
  - I. Advisor for a student organization
  - II. Attendance/participation in College/University events (e.g., Graduation, Chapel)



1. **Profession/Discipline**
  - a. Officer/member in a professional organization
  - b. Guest lecturer or speaker for an outside agency or professional organization
  - c. Training/development of community professionals
  - d. Sponsor/mentor for student research (undergraduate or graduate)
  
2. **Community**
  - a. Officer or membership on a community organization board or committee
  - b. Volunteer for organization or community activities

**Current Year Goals & Evidence:** (Re-state your goals for the current academic school year and provide evidence. Attach additional information as needed.)

<u>Service</u>	<u>Rating Scale:</u>	Faculty Self-Evaluation	Dean's Evaluation
Exceeds Expectations (3)		_____	
Meets Expectations (2)		_____	
Does Not Meet Expectations (1)		_____	

## OVERALL PERFORMANCE RATING

The overall performance rating is determined by **summing the three (3) category ratings (teaching, scholarship, and service) and multiplying the ratings by the percentage applied to each category, as calculated below.**

Teaching	_____	x	_____	%	=	
Scholarship	_____	x	_____	%	=	_____
Service	_____	x	_____	%	=	_____
			100%			

Quantitative Overall Performance

<u>Final Overall Performance Rating:</u>	Faculty Self-Evaluation	Dean's Evaluation
Exceeds Expectations (2.1 – 3.0)	_____	
Meets Expectations (1.1 – 2.0)	_____	
Does Not Meet Expectations (≤1)	_____	

**School Chair/Program Director's Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Dean's Comments** - The dean will address the faculty member's current status of progress and provide clear direction regarding expectations and performance improvement required on or before the next review.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goals for the Next Performance Review Cycle**

**Academic Year**

As a part of the self-assessment portfolio, the faculty member and dean shall identify the percentage for teaching, scholarship, and service, and a minimum of four measurable goals for the next performance review cycle to be discussed with and modified/approved by the Dean. At least one goal must be set in each of the three areas of teaching, scholarship, and service.

**Teaching** = \_\_\_\_\_ % (40-60)

**Goal 1:**

Major strategy planned to accomplish goal:

Resources needed to complete goal:

Measure of accomplishment:

**Goal 2:**

Major strategy planned to accomplish goal:

Resources needed to complete goal:

Measure of accomplishment:

**Scholarship and Creative Activity** = \_\_\_\_\_ % (20-30)

**Goal 3:**

Major strategy planned to accomplish goal:

Resources needed to complete goal:

Measure of accomplishment:

**Service** = \_\_\_\_\_ % (20-40)

**Goal 4:**

Major strategy planned to accomplish goal:

Resources needed to complete goal:

Measure of accomplishment:

**Signatures:**

\_\_\_\_\_  
Faculty (\*Signature does not indicate agreement) Date

\_\_\_\_\_  
School Chair/Program Director Date

\_\_\_\_\_  
Dean Date

Original: Vice President of Academic Affairs

Copies: College of Arts & Sciences  
Faculty Member

## **Standard 7: Human Resources**

### **Staffing and Support:**

The SoE is currently comprised of three full time faculty members with credentials as follows:

**Harris, Mark S., M.S., M.A.** *Associate Professor/Chair*

B.S. and M.S., Radford University; M.A., University of Central Oklahoma.

**Pickens Jr., Mark S., Ph.D.** *Professor/Program Coordinator*

B.A., Oklahoma City University; M.A., University of Oklahoma; Ph.D., University of Oklahoma.

**Bland, Rebecca, M.A.** *Assistant Professor*

B.A., Southwestern Christian University; M.A., University of Central Oklahoma.

With current program size and teaching load expectations of 12 credit hours per semester, the SoE is adequately staffed to meet University and Program needs when supplemented by the occasional qualified adjunct instructor to support courses in the General Education curriculum such as ENGL1203 Composition 1 and ENGL1203 Composition 2. The SoE also employs a Federal Work Study student worker for clerical and administrative support.

Faculty participate in professional development opportunities related to pedagogical training; discipline-specific subject area expertise; and training for leadership initiatives and compliance objectives (such as training on discrimination and harassment, Title IX, etc.). For example, the Program Coordinator and SoE Chair each participated as AP Readers (essay exam evaluators) for the College Board/ETS reading of the Advanced Placement Literature Exam in Summer 2018. This activity alone amounts to a total of 104 professional development hours or 10.4 CEUs. The Program Coordinator has supervised the student publication of *The Anglicus Chronicle*, a journal of creative and critical writing by MACU students, faculty, staff, and alumni for the last 8 years, and the other full time SoE faculty have also participated by offering editorial support. The Program Coordinator is a member of the Modern Language Association, and all SoE faculty are members of the National Council for Teachers of English. Additionally, each SoE faculty member has participated in a full year of MCore GiANT leadership training. While too exhaustive for reproduction here, a more complete account of faculty professional development is provided in CVs available by request through the VPAA's office.

### **Employment Practices:**

Copies of the CVs of all faculty are on file and available to the SoE Chair and Program Coordinator through the VPAA's office. Policies related to faculty duties and expectations are elaborated in the Faculty Handbook: [Faculty Handbook](#). Faculty job expectations are also detailed in each faculty member's contract and/or related addenda. The FWS Student Assistant is provided with a job description and initial training upon hiring (see below).

## Federal Work-Study Job Description

Job Title: Federal Work Study		
Division/Department: CAS Schools of English	Location: Main Campus	
Reports to: Mark Harris (School Chair), Mark Pickens (Faculty), and Beccah Bland (Faculty)	Title: Academic Assistant	
Position Type: Student Worker	Wage Rate/Range 7.25/hr	Hours worked Per Week: Approximately - 15
<b>PURPOSE/POSITION SUMMARY:</b> The School of English Academic Assistant offers administrative and academic support to the school's faculty.		
<b>ESSENTIAL DUTIES AND RESPONSIBILITIES:</b> -Assists with record keeping including student grades and attendance -Handles light grading responsibilities -Attends SOE meetings and keeps minutes -Performs clerical duties including printing, copying, filing etc.		
<b>JOB QUALIFICATIONS:</b> -Must have completed the composition course requirements within the General Education core -Strong language, writing, and critical thinking skills -Interpersonal communication skills		
<b>COMPUTER SKILLS:</b> -Proficiency with Desire2Learn and Microsoft Office		
<b>PHYSICAL DEMANDS:</b> -light lifting of packages, files, etc.		
<b>Prepared By:</b> Mark Pickens <b>Prepared Date:</b> 2/21/14	<b>Approved By:</b> Mark Harris <b>Approved Date:</b> 2/21/14	



## **Standard 8: Collaboration and Communication**

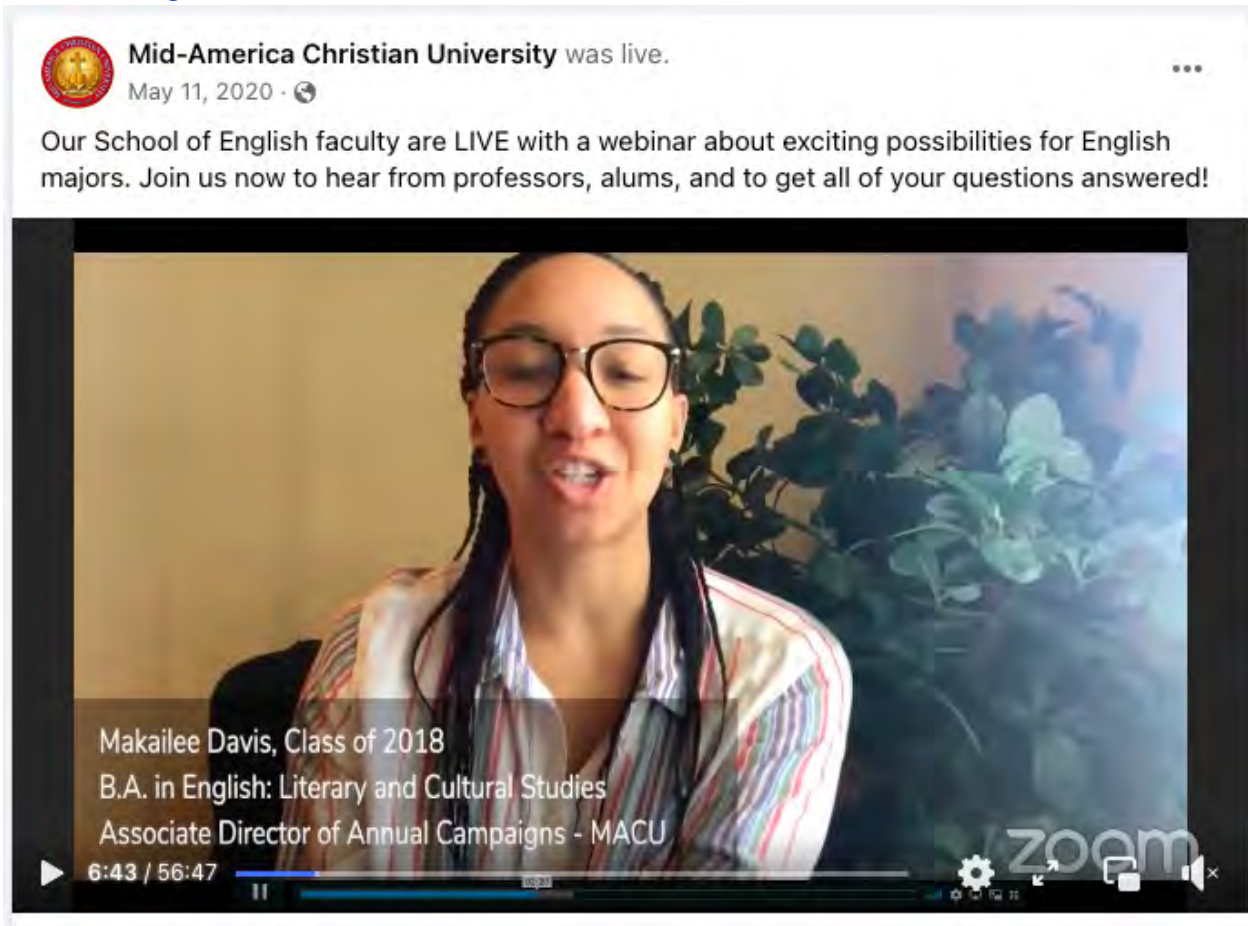
### **Interdisciplinary Collaboration:**

The primary means for interdisciplinary collaboration in the SOE is facilitated through our multidisciplinary degree offerings. For the English: Literary and Cultural Studies Program in particular, the Pre-law track also serves this function. Informal collaboration also occurs through impromptu brainstorming with faculty in other schools. The collegial atmosphere in CAS and small size of the college make room for such collaboration to occur frequently and naturally. For example, often the surveys of US History and surveys of American Literature have course content that pairs well, inviting curriculum that makes points of connection between the coursework in these classes. Similar synergies exist elsewhere in the curriculum in areas such as education, bible and theology, and psychology. The SoE is also currently exploring opportunities for team-teaching or paired courses. For example, the School of Ministry Chair recently engaged with SoE faculty about the possibility of a team-taught section exploring the theology and writings of CS Lewis.

### **Communication to Attract Students:**

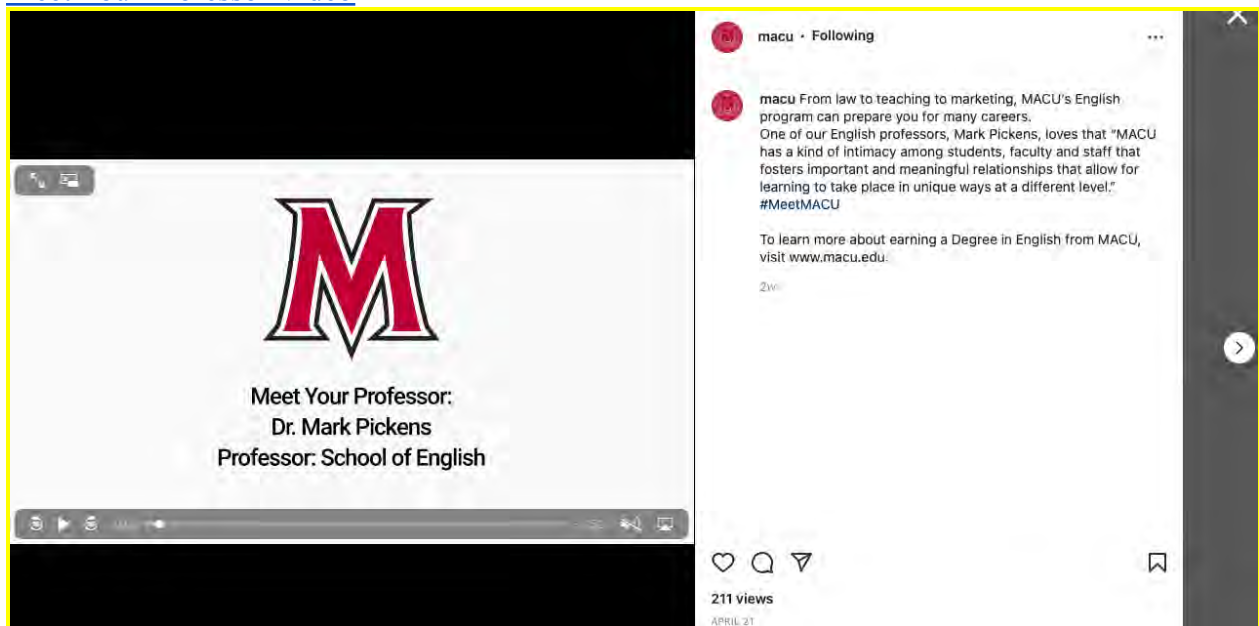
Information about the degree program is available to the public on the MACU website: [English: Literary and Cultural Studies](#). The SoE also collaborates with the admissions office and marketing team to produce materials and host events designed for prospective students. In Spring of 2020, for example, SoE faculty participated in a zoom/facebook live event hosted by the admissions team discussing and answering questions about its programs: [School of English Zoom/Facebook Live Event](#). The event was live-streamed but was also recorded and posted to the university's facebook page for further promotion. Additionally, SoE faculty have been featured in the marketing team's "Meet Your Professor" videos posted on the university's Instagram and Facebook pages: [Meet Your Professor Video](#). Upon development of the Pre-Law track, the SoE Chair collaborated with the admissions team to educate them about the new program and its offerings by sharing with them about some of the market research and program design research compiled while building the new program and seeking its full approval from the faculty and University Senate (see documents in Standard 2). This sort of collaboration with the admissions office is ongoing and is aimed at providing them with the most up-to-date information so they can accurately and effectively market SoE offerings to the prospective students with whom they engage.

[School of English Zoom/Facebook Live Event](#)



A screenshot of a Facebook Live event from Mid-America Christian University. The post is dated May 11, 2020. The text of the post reads: "Our School of English faculty are LIVE with a webinar about exciting possibilities for English majors. Join us now to hear from professors, alums, and to get all of your questions answered!". Below the text is a video player showing a woman with glasses and braids speaking. A text overlay on the video identifies her as "Makailee Davis, Class of 2018", "B.A. in English: Literary and Cultural Studies", and "Associate Director of Annual Campaigns - MACU". The video player shows a progress bar at 6:43 / 56:47 and includes standard video controls like play, volume, and zoom.

[Meet Your Professor Video](#)



An Instagram post from the account 'macu'. The post features a video with a white background and a large red 'M' logo. The text on the video reads: "Meet Your Professor: Dr. Mark Pickens Professor: School of English". To the right of the video is the Instagram caption: "From law to teaching to marketing, MACU's English program can prepare you for many careers. One of our English professors, Mark Pickens, loves that 'MACU has a kind of intimacy among students, faculty and staff that fosters important and meaningful relationships that allow for learning to take place in unique ways at a different level.' #MeetMACU To learn more about earning a Degree in English from MACU, visit [www.macu.edu](\"http://www.macu.edu\")." Below the caption, it shows "2w" (two weeks ago), "211 views", and the date "APRIL 21". The post also shows standard Instagram interaction icons like heart, comment, share, and bookmark.

### **Standard 9: Ethics, Law, and Policy**

#### **Ethical Statements and Practice; Communication of Ethical and Legal Obligations:**

The culture of the University and of the SoE by extension includes standards of ethical conduct in carrying out the school's mission. SoE faculty, like all MACU faculty, sign a written contract obligating them to the university's expectations for ethical conduct as outlined in the Faculty Handbook ([Faculty Handbook](#)) and "personal, religious, and moral conduct as shall be above reproach." Faculty and students are expected to obey all applicable federal and state laws and live a lifestyle consistent with the school's Wesleyan Christian values. The SoE complies with federal regulations regarding the Federal Educational Rights and Privacy Act (FERPA) and is routinely trained in FERPA compliance. Additionally, when a new SoE Assistant is hired from the Federal Work Study program, that person is trained by SoE faculty on FERPA regulations as they apply to his or her job duties. More details concerning how student conduct is governed are available in the policies set forth in the student handbook: [Student Handbook](#).

While most research in the discipline does not involve the use of live subjects, the SoE is governed, where applicable, by MACU's Institutional Review Board: [MACU IRB](#). All faculty, staff, and students must also comply with the university's Academic Honesty and Integrity Policy (catalog pg. 65): [Academic Honesty and Integrity Policy](#) and Title IX policy: [Title IX](#).

## **Standard 10: Financial Resources**

### **Budget Process:**

The SoE budgeting process begins with an Excel worksheet sent to the school chair. Salary allotments for full time faculty are pre-determined and included in the budget though not detailed per employee. The chair then assesses the needs of the school. For the School of English, the largest line item is salaries for adjunct faculty. To determine the amount to request for this line item, the chair reviews the previous year's course enrollments, and based on projected numbers for the upcoming academic year reported by the admissions office, projects how many additional sections of courses (particularly of ENGL 1103 and ENGL 1202) will be needed to accommodate that projection. Considering the standard course load of 12 hours per full time faculty, the chair then determines the number of adjunct instructors needed to staff the remaining courses. The chair also budgets for a Federal Work Study Academic Assistant by multiplying the number of hours to be worked at minimum wage by the number of weeks to be worked.

Other items on the budget are geared toward the needs of the school. After reviewing the previous year's actual expenditures, the chair projects the next year's needs and budgets for the expenses by including requests on a monthly basis for recurring expenses or during the month of expected expenditure for one-time expenses. Additional funds for new expenditures can be requested at the time of budget preparation for line items not included in previous budgets. Once this process is completed, the budget requests are then sent to the Vice President for Academic Affairs and the CAS Dean for their consideration. Following their perusal of the budget request, any necessary changes or negotiations in consultation with the chair are made before the budget is sent to the CFO for final approval.

The linked sheets below detail the most recent three years of SoE budgeting:

[x Dept 415-Budget Worksheet-20.21.xlsx](#)

[x Dept 415-Budget Worksheet-21.22.xlsx](#)

[x Dept 415-Budget Worksheet-22.23.xlsx](#)

## **Standard 11: Technology**

### **Systems Management:**

The SoE provides personal computers to all full time SoE faculty. Instructors have access to classroom hardware including whiteboards, a desktop computer with internet access, multiple television monitors, audio equipment, a webcam, and smartboards in certain cases. Wifi is also available throughout the campus. Instructors can provide laptop access to students as needed by requesting them from IT. VR headsets are also available for checkout to facilitate classroom needs. Training on the use of these technologies is provided through professional development opportunities scheduled in conjunction with faculty meetings, with one-on-one training from IT/Curriculum Services available upon request.

### **User Engagement:**

For both students and faculty, the Desire2Learn (D2L) online learning management system is utilized for all courses as a means for electronic access to course documents and materials, discussion boards, dropboxes for turning in assignments, and electronic grade and attendance records. Technological support is available to students and faculty for hardware and databases (Jenzabar, MACU Portal, etc.) through IT helpdesk requests. For instructional software and the D2L platform, Curriculum Services is available as a resource for troubleshooting, training and professional development, and resource support. Curriculum Services helps engage faculty about current best practices in educational technology through professional development training, often offered in conjunction with CAS faculty meetings. There are additional resources and support services offered through the Curriculum Services website: [Curriculum Services](#). In cases where electronic information is of a private or confidential nature, the university's single sign on system, Onelogin, protects the integrity of this information.

## Desire2Learn Course Management Platform

The screenshot shows a web browser window with the URL `d2l.macu.edu/d2l/home`. The page header includes the Mid-America Christian University logo and navigation icons. A "Services & Support" dropdown menu is visible. The main content area is divided into several sections:

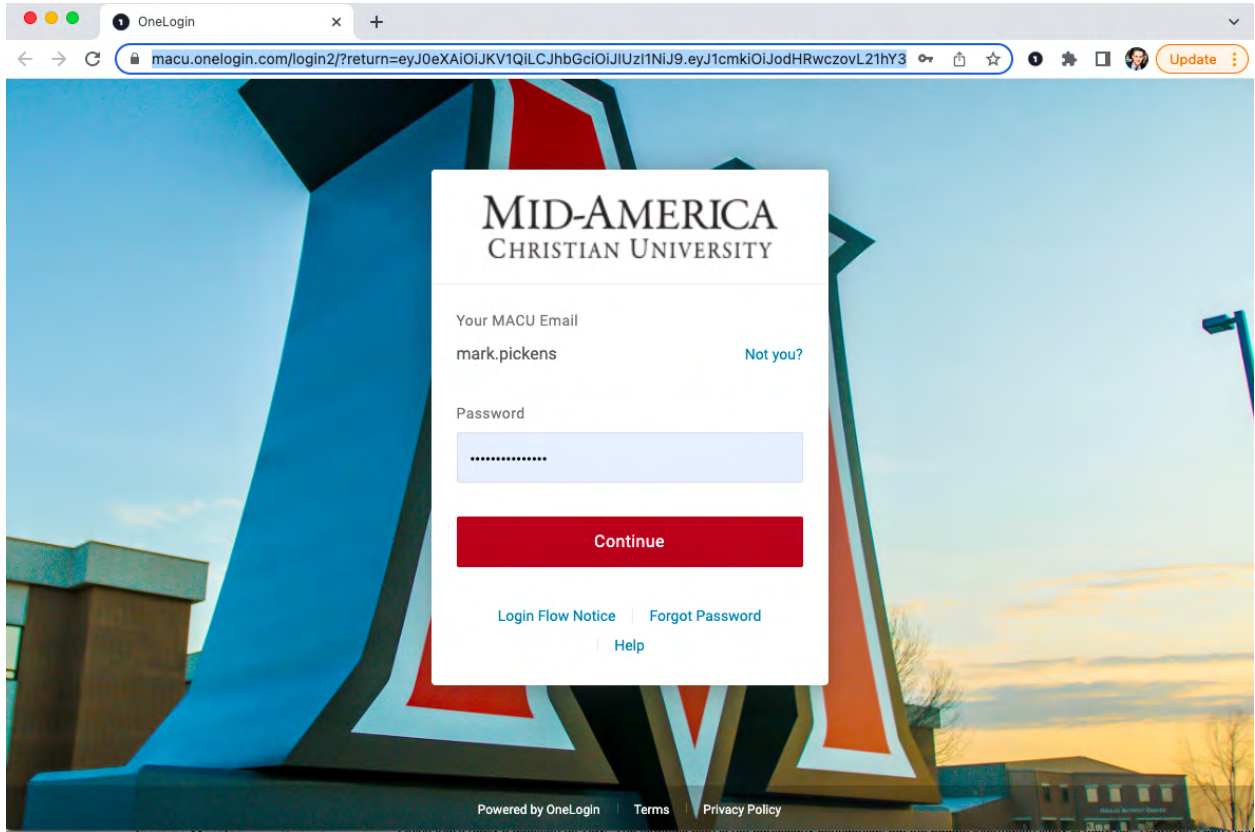
- COVID-19 Information:** A section with the heading "COVID-19 Information" and the text "For information on MACU's COVID-19 response, visit the following sites:". It contains two links: "MACU Coronavirus Updates" and "MACU Online Etiquette for Live Remote Learning".
- My Courses:** A section with a tabbed interface. The "Pinned" tab is active, showing three course cards:
  - American Literature Survey: Since 1865:** ENGL 2603 1 22SP • 2022-SP Spring
  - Critical Approach to Literature:** ENGL 4533 1 22SP • 2022-SP Spring
  - English Composition II:** ENGL 1203 3 22SP • 2022-SP Spring
- News:** A section with the heading "News" and the text "There is no news to display."
- Quick Eval:** A section with the heading "Quick Eval" and a list of evaluation items:
  - Chapter 9 (Due Aug 24 • English Composition II)
  - Chapter 9 (Due Aug 24 • English Composition II)
  - Chapter 12 (Due Sep 7 • English Composition II)
  - Chapter 12 (Due Sep 7 • English Composition II)
  - Chapter 41 (Due Oct 12 • English Composition II)
  - Chapter 41



MACU Portal

The screenshot displays the MACU Student Portal interface. At the top, the university's logo and name are visible. A navigation bar contains links for Home, Student Services, Student Success Center, Faculty, Advisor, Student Life, Finances, Registration, Admissions, Staff, and a More dropdown menu. Below the navigation bar, a breadcrumb trail indicates the user is on the Home page. The main content area is divided into a left sidebar and a central main section. The sidebar includes a 'Portal' section with a Home link and an 'APPLY NOW' button, followed by a 'Quick Links' section listing various services like My Pages, My Courses, OneLogin, MACU Library, MyMacu Email, Online Courses, Pay Tuition Online, Request An Official Transcript, IT Services, Maintenance Request, MACU Cafeteria, and University Catalog. The main section features a 'Welcome to the MACU Student Portal!' message, explaining that the portal serves as an administrative hub for students. It also contains two primary application sections: 'Application for Admission' with a link to 'Application for Admission', and 'Current Student Application for Graduation' with a link to 'Current Student Application for Graduation'. A note under the graduation section states, 'You will be required to login to fill out this form.' Below these sections is a 'Traditional Admissions Forms & Documents' section. The page concludes with a grid icon in the bottom right corner.

Onelogin SSO



IT Helpdesk

The screenshot shows a web browser window with the URL `helpdesk2.macu.edu`. The page title is "MACU Helpdesk". A navigation bar contains links for "Submit a Ticket", "IT Academy", and "Admin Login". The main content area is titled "Submit a Helpdesk Ticket" and contains a form with the following fields:

- Name (You, the submitter's first and last name) \***: A text input field.
- Subject \***: A text input field.
- Urgency**: A dropdown menu currently set to "1 - Low Priority".
- Division \***: A dropdown menu currently set to "Select".
- Issue Description \***: A large text area for describing the problem.

At the bottom of the form are two buttons: "Submit Ticket" and "Cancel Submission".

On the left side of the page, there is a sidebar with the following text:

Helpdesk is designed to make interdepartmental support a breeze.

Please submit a ticket to the appropriate division and queue and we will work to resolve your issue as fast as possible.

[Techinline](#)  
[Remote Desktop](#)

At the bottom left of the sidebar, there is a copyright notice: © 2011 Mac Christian University. All rights reserved.

## **Standard 12: Facilities and Infrastructure**

### **Design and Use of Facilities and Equipment, Workspace:**

The English: Literary and Cultural Studies Program makes use of the traditional classroom facilities available in Fozard Hall and Kennedy Hall on the MACU main campus. Faculty are assigned private office spaces to conduct study and preparation, grading, and student advising and conferencing. These offices are located adjacent to one another for convenience and collaboration and within a short distance of the classrooms assigned to most ENGL courses. To protect student privacy, all sensitive information is kept behind locked doors or password protected electronic access in the case of electronic materials.

### **Equipment Acquisition:**

Equipment necessary for the program's operations is minimal beyond that already afforded through current university facilities and technologies. This leaves little to no need for budget items related to equipment needs beyond what is addressed in the overall CAS budget.

Virtual Campus Tour: [▶ MACU Virtual Tour 2020](#)







**Program Reviewers Signature Page**  
**English: Literary and Cultural Studies, B.A., May 2022**

Program Director: Mark Pickens, Ph.D.

Signature  date signed 5-19-22

Director of Institutional Effectiveness: Ray Dillman, Ph.D.

Signature  date signed 5.19.2022

Program School Chair: Mark Harris, M.S., M.A.

Signature  date signed 05/19/22

Program Dean: Esther Rehbein, M.Ed.

Signature  date signed May 19, 2022

Vice-President of Academic Affairs, Sharon Lease, Ed.D.

Signature  date signed 5/19/2022