

PROGRAM PROPOSAL

Proposed Name of Degree/Credential: Masters Degree in English

Jacquelyn Kilpatrick
Renny Christopher
Brad Monsma
Bob Mayberry
Joan Peters
Mary Adler
Julia Balén

Faculty Proposing New Program: _____

Review and Approval:

Signature of Proposer: _____

1. Curriculum Committee Approval:

Curriculum Chair: _____ Date: _____

2. Academic Senate Approval:

Chair, Academic Senate: _____ Date: _____

3. Administration Approval:

President (or designee): _____ Date: _____

1. Definition of the Proposed Degree Major Program

ABSTRACT:

The Masters Degree in English at CSUCI is designed to provide the necessary background for students preparing to further their post-baccalaureate education, for students who plan to teach at community colleges, and/or for secondary school teachers who wish to enhance their teaching. The proposed program will provide a core of knowledge plus specialized knowledge in Literature or in Composition and Rhetoric.

PROPOSED CATALOG DESCRIPTION:

The Masters Degree Program in English is structured with a set of core courses taken by all CSUCI English graduate students. Students choose one of two options to complete their study, the Literature Specialization or the Composition and Rhetoric Specialization. These differ in their course requirements and purposes. Both specializations prepare students for continued work toward a doctoral degree, for teaching at the community college level, and for advancement as a secondary teacher. The M.A. in English prepares students for careers in editing, writing, journalism, criticism, politics, public information, advertising, and a variety of options in the corporate world.

ADMISSION

For admission, students must have a baccalaureate in English from an accredited institution or permission of the program chair, have maintained a grade point average of 3.0 for the last 60 semester units (90 quarter units), and have a writing sample approved by the English Graduate Advisor. Non-native speakers of English should submit TOEFL scores (Test of English as a Foreign Language).

1a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.*

Campus - California State University Channel Islands

Degree – Master of Arts Degree in English

Options:

Literature Specialization

Composition and Rhetoric Specialization

Implementation – 2008-2009

1b. *Name of the department, departments, division or other unit of the campus that would offer the proposed degree major program. Identify the unit that will have primary responsibility.*

The English Program, which is part of the Division of Academic Affairs, will have primary responsibility for the degree program.

1c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

Jacquelyn Kilpatrick, Ph.D

Professor and Chair of English

Renny Christopher, Ph.D.
Professor of English
Interim Associate Vice President of Faculty Affairs

Brad Monsma, Ph.D.
Professor of English

Bob Mayberry, Ph.D., M.F.A.
Associate Professor of English
Composition Coordinator

Joan Peters, Ph.D.
Associate Professor of English

Mary Adler, Ph.D.
Assistant Professor of English
Secondary Education Specialist

Julia Balén, Ph.D.
Assistant Professor of English

1d. *Objectives of the proposed degree major program.*

The English program at CSUCI has several goals, the primary of which is meeting the philosophical, educational and cultural objectives of the university mission statement. Within this overarching goal, the program stresses interdisciplinarity and the multicultural, global perspectives which are the hallmark of Channel Islands programs. Students develop their abilities to think critically and creatively, and to use the methodology of the discipline to engage in the study of literature and writing. The M.A. in English will prepare students for further study and for entry into a variety of professional fields. A major goal of the program is to fill the need of students who wish to teach at the community college level as well as those who currently teach at those institutions and in secondary schools.

ENGLISH GRADUATE STUDENT LEARNING OBJECTIVES

LITERATURE SPECIALIZATION

Students will be able to:

1. Produce well articulated written and oral literary discussion;
2. Examine texts, issues or problems in the discipline from multiple perspectives (Multicultural, interdisciplinary, international, experiential, theoretical and/or educational);
3. Critically interpret and analyze original texts (written, visual and electronic);
4. Effectively use and evaluate current scholarship in the field (literary analysis, linguistics applied research, critical theory);
5. Demonstrate a knowledge of literary genres, movements, and representative texts;
6. Demonstrate an understanding of how the field of literary studies relates/ can relate to other disciplines;

7. Reflect substantively on their growth and goals, with an accurate perception of their performance in the program;
8. Gain appropriate preparation to pursue further study and/or a variety of professional paths.

ENGLISH GRADUATE STUDENT LEARNING OBJECTIVES

COMPOSITION AND RHETORIC SPECIALIZATION

Students will be able to:

1. Express themselves effectively in writing and speech;
2. Examine texts, issues or problems in the discipline from multiple perspectives (Multicultural, interdisciplinary, international, experiential, theoretical and/or educational);
3. Effectively use and evaluate current scholarship in the field (linguistic studies, applied research, pedagogical theory);
4. Demonstrate a knowledge of the history of the discipline;
5. Demonstrate an understanding of how the field of composition/rhetoric relates to and is constructed by other disciplines;
6. Reflect substantively on their growth and goals, with an accurate perception of their performance in the program;
7. Gain appropriate preparation to pursue further study and/or a variety of professional paths.

- 1e. ***Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.***

ENGL 646, ENGL 649, ENGL 698 and ENGL 699 will be implemented in the second year. All other courses in this section will be implemented in the first year.

Total units required for the Degree: 36 Units

REQUIRED CORE COURSES: (12 units)

- ENGL 601: Critical Theory Seminar (4)
- ENGL 602: Seminar in Language Structure (4)
- ENGL 603: Seminar in Contemporary World Literature (4)

REQUIRED COURSES IN LITERATURE SPECIALIZATION: (24 units)

- ENGL 620: History of Literary Movements (4)
- 16 units of literature courses at the 600 level
- ENGL 698: Thesis: Literature Specialization (4)

REQUIRED COURSES IN COMPOSITION AND RHETORIC SPECIALIZATION: (24 units)

- ENGL 640: Seminar in Composition Theory and Practice (4)
- ENGL 641: Seminar in Composition Methods for Non-traditional Students (4)
- ENGL 699: Thesis: Composition and Rhetoric Specialization (4)

Electives: (choose 12 units from the following)

- ENGL 646: Teaching Practicum (1-4) <second year implementation>
- ENGL 647: Seminar in Assessment Methods (4)
- ENGL 648: Writing as Cultural Practice and Social Change (4)
- ENGL 649: Rhetorical Analysis (4) <second year implementation>

Plus one 600-level or approved 400-level English course

CATALOG DESCRIPTIONS FOR REQUIRED COURSES:

ENGL 601: Critical Theory Seminar (4)

Investigation of the development and current state of various schools of theory. Application to literary, scholarly, student and institutional texts. Prerequisite: admission to the Masters Degree in English program.

ENGL 602: Seminar in Language Structure (4)

Study of the structure of English from a linguistic perspective, with application to stylistics and literary form. Prerequisite: admission to the Masters Degree in English program.

ENGL 603: Seminar in Contemporary World Literature (4)

Introduction to representative works by a range of contemporary authors from around the world. Using selected novels, short stories, and poems published over the past fifty years, students will examine the interplay of literature, politics, and cultures. Prerequisite: admission to the Masters Degree in English program.

ENGL 620: History of Literary Movements (4)

Study of major literary movements in relation to their social, historical, and philosophical contexts. Prerequisite: admission to the Masters Degree in English program.

ENGL 640: Seminar in Composition Theory and Practice (4)

Introduction to the many theories of composition, their various applications to the classroom and the ways in which practice shapes theory. Prerequisite: admission to the Masters Degree in English program.

ENGL 641: Seminar in Composition Methods for Non-traditional Students (4)

Preparation of students to teach composition to students of various backgrounds and needs. Prerequisite: admission to the Masters Degree in English program.

ENGL 698: Thesis: Literature Specialization (4)

The thesis is the culminating, directed research project in which the student will produce a substantial study of an author, a major literary work, a literary form or movement. Evidence of scholarly research, creative thinking, good analytic writing, and mastery of a significant topic is necessary for successful completion. Prerequisites: completion of all required M.A. core courses and History of Literary Movements (ENGL 620). Can be taken concurrently with electives. Advancement to candidacy requires approval of a formal program of study by the English Graduate Committee and completion of 12 units with a minimum grade point average of 3.0.

ENGL 699: Thesis: Composition and Rhetoric Specialization (4)

The culminating project of the MA program is an opportunity for students to contribute to the on-going disciplinary conversation and reflect on how discourse in composition and rhetoric has transformed their teaching and/or scholarship. Prerequisites: completion of all required composition/rhetoric courses. Can be taken concurrently with electives. Advancement to candidacy requires approval of a formal program of study by the English Graduate Committee and completion of 12 units with a minimum grade point average of 3.0.

- 1f.** *List of elective courses, by catalog number, title, and units of credit that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the*

program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.

ELECTIVE COURSES

IMPLEMENTATION IN FIRST YEAR:

- ENGL 647: Seminar in Assessment Methods (4)
- ENGL 648: Writing, Knowledge and Culture (4)
- ENGL 661: Seminar in Author(s) (4)
- ENGL 667: Seminar in Genre Literatures (4).
- ENGL 668: Seminar in Literature and Culture (4)
- ENGL 669: Graduate Tutor Training Workshop (4)
- ENGL 680: Independent Study (1-4)

ELECTIVE COURSES

IMPLEMENTATION IN SECOND YEAR:

- ENGL 646: Teaching Practicum (1-4)
- ENGL 649: Rhetorical Analysis (4)
- ENGL 662: Seminar in the Novel (4)
- ENGL 663: Seminar in Nonfiction (4)
- ENGL 664: Seminar in Drama/Dramatic Literature (4)
- ENGL 665: Seminar in Poetry (4)
- ENGL 666: Seminar in the Short Story (4)

ELECTIVE COURSE CATALOG DESCRIPTIONS:

- ENGL 646: Teaching Practicum (1-4)
Practice in teaching composition under the supervision of mentors; students will assist in composition classes, observe their mentors, discuss class planning, and finally teach several class periods in succession. Students will also be involved in assessment/team grading, course design, textbook selection, and peer evaluation. Prerequisites: ENGL 540: Seminar in Composition Theory and Practice and admission to the Masters Degree in English program.
- ENGL 647: Seminar in Assessment Methods (4)
Investigation of various forms of assessment (including primary trait and holistic scoring, surveys, self-assessment, student-generated criteria) and practice in developing appropriate methods for classrooms and programs. Students will participate in the composition program's team grading sessions. Prerequisites: Seminar in Composition Theory and Practice and admission to the Masters Degree in English program.
- ENGL 648: English 648: Writing as Cultural Practice and Social Change(4)
An exploration of the power of writing to develop social and cultural identity as well as to engender conflict. Students will take a critical literacy perspective to think through the implications of a democratic approach to writing instruction. Prerequisite: admission to the Masters Degree in English program.
- ENGL 649: Workshop in Rhetorical Analysis (4)
Drawing upon theories of rhetoric, students will take a rhetorical approach to understanding texts, including literary, scholarly, student, and institutional (syllabi, assignments, official documents, etc.). Prerequisite: admission to the Masters Degree in English program.
- ENGL 661: Seminar in Author(s) (4)

- In-depth reading and discussion of the work produced by one or more authors. Prerequisite: admission to the Masters Degree in English program.
- ENGL 662: Seminar in the Novel (4)
Focused study of the novel from its epistolary beginnings, through its modernist and post modernist transformations, to its contemporary forms. Prerequisite: admission to the Masters Degree in English program.
- ENGL 663: Seminar in Nonfiction (4)
An examination of major prose forms from literarily significant classics to contemporary essays, memoirs, reflections, and biography. Prerequisite: admission to the Masters Degree in English program.
- ENGL 664: Seminar in Drama/Dramatic Literature (4)
In-depth reading and discussion of selected works of dramatic literature, including but not limited to stage plays. Attendance at performances and/or films may be required. Prerequisite: admission to the Masters Degree in English program.
- ENGL 665: Seminar in Poetry (4)
Analysis of poetics. May focus on particular periods or genres of poetry. Prerequisite: admission to the Masters Degree in English program.
- ENGL 666: Seminar in the Short Story (4)
In-depth reading and discussion of selected short stories. Students will also write short stories and share them with the class. Prerequisite: admission to the Masters Degree in English program.
- ENGL 667: Seminar in Genre Literatures (4)
Focus on a particular genre of literature such as Science Fiction or Detective Fiction. Emphasis on cultural context as well as textual analysis. Variable topics. Prerequisite: admission to the Masters Degree in English program.
- ENGL 668: Seminar in Literature and Culture (4)
Study of literature in its relation to culture, focusing on literature as a cultural institution, related to the construction of individual identity and the dissemination and critique of values. Prerequisite: admission to the Masters Degree in English program.
- ENGL 669: Graduate Tutor Training Workshop (4)
Application of learning theories and writing processes to the tutorial conference. Required of students hired as tutor/consultants in Writing Center. Prerequisite: admission to the Masters Degree in English program.
- ENGL 680: Independent Study (1-4)
Independent exploration of a topic or the work of an author. The student will work with a member of the English faculty in devising and executing the study and any papers or projects necessary. Prerequisites: permission of instructor and admission to the Masters Degree in English program.

1g. *If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.*

The Masters Degree Program in English is structured with a set of core courses common to all graduate students. Students choose one of two options to complete their study, the Literature Specialization and the Composition and Rhetoric Specialization. These options differ in course requirements and purposes. (For comparison of course requirements, see 1e.) The specialization

in literature prepares the student for continued work toward a Ph.D., teaching of literature at the community college level, and/or advancement in his or her employment as a secondary teacher. The specialization in composition and rhetoric prepares the student to teach composition at the community college level and provides possibilities for advancement in his or her employment as a secondary teacher.

1h. *Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.*

Admission with classified status requires that the student have a baccalaureate in English from an accredited institution or permission of the program chair, have maintained a grade point average of 3.0 for the last 60 semester units (90 quarter units), and a writing sample approved by the English Graduate Committee. Non-native speakers of English should submit TOEFL scores (Test of English as a Foreign Language). Advancement to candidacy requires approval of a formal program of study by the Graduate Committee and completion of 12 units with a minimum grade point average of 3.0. The degree courses (36 total units) require no prerequisites external to the degree.

1i. *Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.*

None

1j. *For undergraduate programs, provisions for articulation of the proposed major with community college programs.*

N/A

1k. *Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.*

N/A

2. *Need for the Proposed Degree Major Program*

Graduates of CSUCI's bachelor's degree in English who wish to continue their educations currently travel to CSU Northridge or UC Santa Barbara, or they enroll in one of the private universities, California Lutheran University or Pepperdine. Many of our students are or will be secondary teachers who work in the Ventura County area and who would like to further their professional careers by obtaining a masters degree but would prefer to do so within their own extended communities. A masters degree program at CSUCI will open opportunities for continuing education in Ventura County that do not currently exist for those students, as well as for BA graduates who desire an MA degree to further their career opportunities in business, government and other endeavors. All graduate courses will be taught in the context of CSUCI's mission emphasizing multicultural, interdisciplinary, international, and service learning perspectives.

2a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.*

Masters degrees in English are currently offered at the following CSU campuses:

| | |
|-----------------|-----------------|
| Bakersfield | Sonoma |
| Chico | San Diego |
| Dominguez Hills | Sacramento |
| Fresno | San Bernardino |
| Fullerton | Stanislaus |
| East Bay | San Francisco |
| Humboldt | San Luis Obispo |
| Long Beach | San Jose |
| Northridge | |

Nearby institutions offering masters degrees in English include California Lutheran University, UCSB, Pepperdine and CSU Northridge.

2b. *Differences between the proposed program and programs listed in Section 2a above.*

The masters programs listed above differ significantly from one to another. One advantage of our Masters Degree in English is that it gives students two options—one in Literature and one in Composition and Rhetoric.

2f. *Professional uses of the proposed degree major program.*

A greater range of employment opportunities, in both private and public sectors, is available to the graduate who has a Masters Degree in English than those with a Bachelors Degree in English. It is evidence of furthering education for secondary school teachers, and it provides the background and degree necessary for community college teaching. CSUCI's M.A. program in English is distinguished from the programs at the campuses listed above in several ways: (1) The program is designed primarily to serve regional teachers rather than to prepare undergraduates for a doctoral program; (2) This is the only such program at a public university in Ventura County; and (3) The program will reflect the CSUCI mission.

2g. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.*

| | <u>Number of Majors</u> | <u>Number of Graduates</u> |
|-----------------|-------------------------|----------------------------|
| Initiation Year | 12 | 0 |
| Third year | 20 | 10 |
| Fifth year | 40 | 20 |

3. *Existing Support Resources for the Proposed Degree Major Program*

The English program currently consists of seven tenure track faculty members. The library and the classroom facilities are currently undergoing significant building and renovation and should be sufficient for our needs by the time of implementation in 2008.

- 3a. ***Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the program.***

Jacquelyn Kilpatrick

Professor and Chair of English, CSUCI

Ph.D., Literature, University of California Santa Cruz, 1996

PROFESSIONAL EXPERIENCE

- Professor and Chair of English, California State University Channel Islands—Camarillo, CA, July 2001-Present
- University Professor and Chair of Integrative Studies , Governors State University—University Park, IL, 1995–2001
- Fulbright Senior Scholar—Spain, 2000.
- Full-Time Lecturer in English, Santa Clara University—Santa Clara, CA, 1987–95.
- Lecturer in English, University of California Santa Cruz, 1989–94.
- Editor and Writer, Monterey Life Publications—Monterey, CA, 1985–1987.
- Creative Director, Ozier and Associates Advertising—Fresno, CA, 1980–1985.

PUBLICATIONS:

BOOKS:

- *Louis Owens: Literary Reflections on His Life and Work*. Norman: University of Oklahoma Press, 2004.
- *Celluloid Indians: Native Americans and Film*. Lincoln: University of Nebraska Press, 1999. (Second edition currently under contract.)
- *Contemporary Native American Authors*. Telecourse Study Guide. Dubuque: Kendall Hunt, 1998.

BOOK CHAPTERS:

- “American Indians and Film in the Classroom.” *Teaching Ethnic Diversity with Film*, ed. Carole Gerster. New York: McFarland and Co., 2006.
- “*The Last of the Mohicans*: Adaptation and Transmutation of the National.” *Literature and Film: A Reader*, Eds. Robert Stam and Alessandra Raengo. Malden, MA: Blackwell Publishing.
- “Native Americans in Film.” *Columbia Companion to American History on Film*. New York: Columbia University Press, 2003. Ed. Peter C. Rollins.
- “Film and Video: Tools for Teaching about Native Americans Across the Curriculum.” *Film and Video in the High School Classroom*. Ed. Carole Gerster. Minneapolis: University of Minnesota Press (forthcoming).
- “*Heartburn* the Novel, *Heartburn* the Film, *Heartburn* the Result.” In *Vision/Re-Vision: Adapting Contemporary Fiction by Women to Film*, edited by Barbara Tapa-Lupac. Bowling Green State University Press/Popular Press, 1996.

ESSAYS/ARTICLES:

- “Taking Back the Bones: Louis Owens’ ‘Post’-colonial Theory and Fiction.” *Atlantic Literary Review*. Vol. I, No. 1. August, 2000. (Refereed)
- “Hollywood Indians” and “Iron Eyes Cody,” *Encyclopedia of the Great Plains*, published by University of Nebraska Press, 2000.
- “Seriously Funny Native American Authors.” *Humanities Review*, vol. 20, No. 1. Fall, 1999. (Refereed)
- “Shiva,” “The Pet,” “En Route” and “Lattie,” (poetry) *the pond: a literary magazine*. Governors State University, 1999. (Refereed)
- “Kenneth Branagh’s *Henry V*.” *Creative Screenwriting: Journal of Professional Screenwriters*.

March-April, 1998. (Refereed)

- Production editor, *Third World in Perspective*, "Women in Beijing" issue, Chicago: Third World Foundation. March, 1997.
- "Disney's 'Politically Correct' *Pocahontas*." *Cineaste*. Vol. XXI, No. 4. January, 1996.
- "D'Arcy McNickle's *Wind from an Enemy Sky*," "Gerald Vizenor's *Bearheart*, and "Gerald Vizenor's *Griever: An American Monkey King in China*." *Cyclopedia of Literary Characters*, 2nd edition. Pasadena: Salem Press, 1996.
- "Louise Erdrich," "Erdrich's *Beet Queen*," "Erdrich's *Love Medicine*" and "Erdrich's 'Where I Ought to Be.'" *Issues and Identities in Literature*. Pasadena: Salem Press, 1996.

Renny Christopher

Professor of English

PhD, Literature, University of California, Santa Cruz, 1992

PROFESSIONAL EXPERIENCE:

- Professor of English, California State University, Channel Islands, 2004-
- Associate Professor of English, California State University, Channel Islands 2002-2004
- Associate Professor of English, California State University, Stanislaus, 1998-2002
- Coordinator, Gender Studies Program, California State University, Stanislaus, 1999-2002
- Assistant Professor of English, California State University, Stanislaus, 1995-98

VISITING POSITIONS:

- Departamento de Filología Inglesa, Universidad Autónoma de Barcelona and Universidad de Barcelona, Spring, 2000
- Universidad Nacional de Costa Rica, Univ. Studies Abroad Consortium, Summer 2001
- Lecturer, University of California, Santa Cruz, 1992-5

PUBLICATIONS:

BOOK:

- *The Viet Nam War/The American War: Images and Representations in Euro-American and Vietnamese Exile Narratives*. Boston: University of Massachusetts Press, 1995.

EDITED WORKS:

- Guest Editor, special issue of western working-class literature, *Western American Literature*, 40:4, 2006.
- Guest Editor, "Smart Kids" special issue of *the minnesota review*, 61-62, Spring/Summer 2004.
- With Lisa Orr and Linda Strom, *Working Class Lives and Cultures*, a special issue of *Women's Studies Quarterly*, Spring 1998, 26:1-2.

REFEREED JOURNALS:

- "Rags to Riches to Suicide: Unhappy Narratives of Upward Mobility: *Martin Eden*, *Bread Givers*, *Delia's Song*, *Hunger of Memory*." *College Literature*. 29:4, 2002.
- "Negotiating the Viet Nam War Through Permeable Genre Borders: *Aliens* as Viet Nam War Film; *Platoon* as Horror Film." *LIT: Literature, Interpretation, Theory* 5, 1994.

CHAPTERS IN UNIVERSITY PRESS ANTHOLOGIES:

- "A Waitress, A Hairdresser, and their Daughters who Became Professors." With Carolyn Whitson. In Kathleen A. Welsch, editor. *Those Winter Sundays: Female Academics and Their Working-Class Parents*. Lanham, Maryland: University Press of America, 2005.
- "Louis Owens' Representations of Working-Class Consciousness." *Louis Owens: Literary Reflections on His Life and Work*. Jacquelyn Kilpatrick, editor. Norman: University of Oklahoma Press, 2004.
- "'Little Miss Tough Chick of the Universe': *Farscape's* Inverted Gender Dynamics." Sherrie Inness, Editor. *Action Chicks*. Palgrave Press, 2003.

California State University
Channel Islands

- "Vietnamese and Vietnamese American Literature in a Postcolonial Context." Deborah L. Madsen, editor. *Beyond the Borders: American Literature and Post-Colonial Theory*. London: Pluto Press, 2003.
- "A Cross-Cultural Context for Vietnamese and Vietnamese American Writing." Jane Winston and Leakthina Chau-Pech Ollier, eds. *Of Vietnam: Identities in Dialogue*. Palgrave Press, 2001.
- "Teaching Working Class Literature to Mixed Audiences." In Sherry Linkon, editor. *Teaching Working Class*. University of Massachusetts Press, 1999.
- "Cultural Borders: Working-Class Literature's Challenge to the Canon." In John Alberti, ed. *The Canon in the Classroom*. NY: Garland, 1995.
- "A Carpenter's Daughter." In C.L. Barney Dews and Carolyn Law, eds. *This Fine Place So Far From Home*. Philadelphia: Temple University Press 1995.
- Contributor, *Vietnam War Filmography*. Jean-Jacques Malo and Tony Williams, eds. Jefferson, NC: McFarland, 1993.
- "'Upward' Mobility and the Working-Class Student." In Betty Ch'maj, ed. *Multicultural America*. Lanham, MD: University Press of America, 1993.
- "*Blue Dragon, White Tiger*: The Bicultural Stance of Vietnamese American Literature." In Shirley Lim and Amy Ling, eds. *Reading the Literatures of Asian America*. Philadelphia: Temple UP, 1992.
- "The Unheard: Vietnamese Voices in the Literature Curriculum." In Joseph Trimmer and Tilly Warnock, eds. *Understanding Others: Cultural and Cross Cultural Studies and the Teaching of Literature*. National Council of Teachers of English, 1992.

OTHER ACADEMIC PUBLICATIONS:

- "Sexuality and Social Class in the 21st Century: a Review Essay." *Feminist Studies* 30.1 Spring 2004.
- "Damned if You Do, Damned if You Don't." *Academe* 89:4, 2003.
- "Springsteen, Diallo, and the NYC: Police: An Intersection of Race, Gender and Class." *Race, Gender and Class*. (Proceedings of the 2000 Race, Gender & Class Conference). 9:3, 2002.
- "Towards a Theory of Working-Class Literature." with Carolyn Whitson. *Thought and Action*, 15:1, 1999.
- "Five U.S. Wars in Asia and the Representation of Asians." *Nobody Gets Off the Bus: Viet Nam Generation* 1994.
- "Borrowing Books." *Journal of Women and Religion* 12 (Winter 1993).
- "Lower Class Voices and the Establishment: The Reception of Carolyn Chute." *American Letters and Commentary* 5 (1993).
- "'I Never Really Became a Woman Veteran...Until I Saw the Wall': A Review of Oral Histories and Personal Narratives by Women Veterans of the War." *Vietnam Generation* 1 (3-4), 1989.

Bradley Monsma

Professor of English

Ph.D. English and American Literature, University of Southern California, 1995.

PROFESSIONAL EXPERIENCE:

- Professor of English, CSUCI, 2005-
- Professor of English, Woodbury University, 2004-2005
- Associate Professor of English, Woodbury University, 1998-2004
- Assistant Professor of English, Woodbury University, 1995-1998
- Assistant Lecturer, Thematic Option Program, University of Southern California, 1992-1994
- Assistant Lecturer, Freshman Writing, University of Southern California, 1989-1992

California State University
Channel Islands

PUBLICATIONS:

BOOK:

- *The Sespe Wild: Southern California's Last Free River*. University of Nevada Press, 2004.

ARTICLES:

- "Uplift and Erosion: Together along the San Gabriel Front." *Teaching About Place: Landscape, Environment, Community*, Eds. Laird Christensen and Hal Crimmel.
- "In View of the Condor." *Treading Common Ground: Environmental Reflections in the American West*. Eds. Derrick Knowles and Paul Lindholdt. Western Washington University Press, 2005.
- "Bear in Mind: Shadows of the California Grizzly." *Common Ground: An Interdisciplinary Journal of the Environment*. 1.1 (2002).
- "Seeing through Stone: Visions of Chumash Rock Art." *ISLE: Interdisciplinary Studies In Literature and Environment* 8.2 (2001): 53-69.
- "Writing Home: Composition, Ecology, and Webbed Environments." *Ecocomposition: Theoretical and Pedagogical Approaches*. Eds. Sid Dobrin and Christian Weisser. Albany, NY: SUNY Press, 2001. 281-90.
- "Active Readers, Obverse Tricksters: Trickster Texts and Recreative Reading." *Divine Aporia: Postmodern Conversations about the Other*. Ed. John C. Hawley. Albany, NY: Bucknell University Press, 2000. 153-171.
- "Liminal Landscapes: Motion, Perspective, and Place in Gerald Vizenor's Fiction." *SAIL: Studies in American Indian Literatures* 9.1 (1997): 60-72.
- "Active Readers, Obverse Tricksters: Trickster Texts and Cross-Cultural Reading." *Modern Language Studies* 26.4 (1996): 83-98.
- "Charles Eastman, Nicholas Black Elk, and the Construction of Religious Identity." *Post-Colonial Literature and the Biblical Call to Justice*. Ed. Susan VanZanten Gallagher. Jackson: UP of Mississippi, 1994. 111-124.

REVIEWS

- *Sweetwater*. Roxana Robinson. *Reconstruction: Studies in Contemporary Culture* 6.3 (Spring 2006).
 - *My Story As Told By Water*. David James Duncan. *Common Ground: An Interdisciplinary Journal of the Environment*. 2.1 (2003).
 - *Chilkoot: An Adventure in Ecotourism*. Allan Ingelson, Michael Mahoney, Robert Scace. 1.2 (2002). *Common Ground: An Interdisciplinary Journal of the Environment*.
 - *American Indian Literature, Environmental Justice, and Ecocriticism: The Middle Place*. Joni Adamson. *ISLE: Interdisciplinary Studies in Literature and Environment* 8.3 (2001).
 - *Mythical Trickster Figures: Contours, Contexts, and Criticisms*. Eds. William J. Hynes and William G. Doty. *Western American Literature* 28 (1994): 358-9.
-

Bob Mayberry

Associate Professor of English

MFA Theatre, U of Iowa, 1985

PhD English, U of Rhode Island, 1979

PROFESSIONAL EXPERIENCE:

- Associate Professor of English, CSUCI, 2005-
- Composition Coordinator, CSUCI, 2003-
- Associate Professor of Writing, Grand Valley State Univ., 2000-03
- Composition Director, Grand Valley State Univ., 1999-2001
- Assistant Professor of English, Grand Valley State Univ., 1996-2000
- Assistant Professor of English, U of Alaska Southeast, 1993-96
- Lecturer, English, U of Nevada, Las Vegas, 1988-93
- Acting Director of Composition, U of Nevada, Las Vegas, 1989-90
- Assistant Director of Composition, U of Nevada, Las Vegas, 1988-89
- Lecturer, English, UC Irvine, 1986-87
- Adjunct, English, Pepperdine Univ., 1985-87

California State University
Channel Islands

- Instructor, English & Theatre, U of Iowa, 1983-85
- Director of Writing, Texas Christian Univ, 1980-83.
- Assistant Director of Composition, U of Oklahoma, 1979-80

PUBLICATIONS:

BOOK:

- *Theatre of Discord: Dissonance in Beckett, Albee & Pinter*, Fairleigh Dickinson Univ. Press, 1989

ARTICLES:

- "Web Savant: Why do you think they call it *savant*?" *Syllabus*, August 2001, 48.
- "Educator's Review," *Syllabus*, Sept 2000, 61-62.
- "Grammar: A Symposium," *Dialogue* 5, spring 1999, 84-107.
- "A Runaway Pancake and Tom Sawyer: Pleasures of Teaching the Text," *The Personal Narrative: Writing Ourselves as Teachers and Scholars*, ed. Gil Haroian-Guerin, Calendar Islands, 1999, 116-126.
- "Creating Dialogue: What the English Curriculum Doesn't Teach," (co-author), *Sharing Pedagogies*, ed. John Tassoni & Gail Tayko, Boynton/Cook, fall, 1997, 49-66.
- "Writing & Teaching Collaboratively," (co-author), *Insights* 3, Grand Valley State U., 1997
- "Midsemester Evaluations," *Insights* 1, Grand Valley State U., 1996
- "Opening Doors," *Composition Studies*, 23, spring 1995, 78-93.
- "The Third Hand: Teaching Writing in a Computer Lab," *UNSCS News*, August 1990

PLAYS:

- "A Single Numberless Death," *New International Plays for Young Audiences: Plays of Cultural Conflict* (anthology), ed. Roger Ellis, Meriwether Pub., 2002
- "The Catechism of Patty Reed" and "Written in Water," (monologs), *Audition Monologs for Student Actors II: Selections from Contemporary Plays*, ed. Roger Ellis, Meriwether Publ., 2001
- "Why men carve figureheads on the bows of ships," (excerpt), *Milkwood*, issue 2, 2001
- "A Single Numberless Death," (selected scenes), *Grand Valley Review* 22, fall 2000, 45-58.
- "Assignation," *Grand Valley Review* 18, fall 1998, 55-63.
- "Cristofina Sets Sail for the New World," *The Third Coast Magazine*, May-July 1998 (serialized)
- "Desert Fishin'," *The Third Coast Magazine*, April 1998
- "The Catechism of Patty Reed," *Lucky 13* (anthology), U of Nevada, 1995, 107-120.

FICTION:

- "What he did not do," *Grand Haven Tribune*, 15 March 2001
- "Harvey Head Bangers," *Grand Haven Tribune*, March 2000
- "Passing Thru," *Inside Passages*, 1995

POETRY:

- "Getting Through" and "leftovers," *Kingfisher*, 1995
- "Eloquence of Tears," *Explorations*, 1994

PLAY PRODUCTIONS:

- *The Cigar Box & Mrs. Hill's Bathrobe* (co-author), Oct 2004, Fall Festival of Short Plays, CSUCI
- *A Rose is a Rose is a Rose*, July 2004, Inner Circle Theater, Casitas Springs, CA
- *Voices from the Edge* (co-author), November 2003, staged reading, CSUCI
- *A Rose is a Rose is a Rose*, November 2003, Grand Valley State Univ.
- *Voices from the Edge* (co-author), May 2003, Attention Deficit Drama, Grand Rapids, MI
- *A Single Numberless Death*, Nov 2001, Grand Valley State Univ.
- *Kneeling for the Butcher*, Mar-Apr 2001, Attention Deficit Drama, Grand Rapids
- *Primal Scream*, February 2000, Attention Deficit Drama, Grand Rapids

California State University
Channel Islands

- *Harvey Head Banger*, February 2000, Attention Deficit Drama
 - *Fredly Falling*, February 2000, Attention Deficit Drama
 - *Birdsong*, February 1999, Attention Deficit Drama
 - *Fish w/o Bicycle*, February 1999, Attention Deficit Drama
 - *Bicycle Dreams*, February 1999, Attention Deficit Drama
 - *Shelter*, January 1999, Performing Arts Festival, Grand Valley State Univ.
 - *The Assassination & Persecution of 3 Bearded Playwrights as Performed by Attention Deficit Drama Under the Direction of a Mad Russian Folk Singer*, 1998, Grand Rapids
 - *Madonna & Child*, April 1998, Attention Deficit Drama, Grand Rapids
 - *Warm Up*, March 1998, Clark County Community College
 - *Assigination*, November 1997, Attention Deficit Drama, Grand Rapids
 - *The Catechism of Patty Reed*, March 1997, staged reading, Women's Festival, Grand Valley State Univ.
 - *Desert Fishin', Assigination, & Siren*, December 1995, Out North Theatre, Anchorage, AK
 - *Written in Water* (co-author), October 1995, Youtheatre, Mesa, AZ
 - *The Three Minute Godot*, September 1994, Vortex, Albuquerque, NM
 - *The Catechism of Patty Reed*, April 1994, St. Mary College, Leavenworth, KS
 - *Assigination*, May 1993, UNLV
 - *Written in Water* (co-author), October 1991, Rainbow Co., Las Vegas
 - *Eating Memory*, September 1991, UNLV
 - *West!* (co-author), May 1991, UNLV
 - *Rock Stories* (co-author), May 1991, West Mesa High School, Albuquerque, NM
 - *The Catechism of Patty Reed*, March 1991, UNLV
 - *Shelter* (radio play), KURI, February, 1991, Kingston, RI
- The Catechism of Patty Reed*, May 1990, Rainbow Co., Las Vegas
-

Joan K. Peters

Associate Professor of English

Ph.D. Comparative Literature, University of Chicago, 1974

PROFESSIONAL EXPERIENCE:

- Associate Professor of English, California State University Channel Islands
- Assistant Professor of English, California State University Channel Islands
- Adjunct Lecturer and Director of the Writing Center, California State University Channel Islands
- Adjunct Lecturer, Creative Writing, Antioch University, Santa Barbara
- Adjunct Lecturer, MA Psychology Program, Antioch University, Santa Barbara
- P/T Faculty, MFA and BA Programs, Fiction Writing, Sarah Lawrence College, Bronxville, New York 1991
- P/T Faculty, Fiction Writing, West Side YMCA, New York City
- Assist. Prof. English, Douglass College, Rutgers University, New Brunswick, N.J.
- Assist. Prof. English, The City College of New York, CUNY
- Assist. Prof. English, Goddard College, Montpelier, Vermont (External Degree Program)
- Instructor, English, Middlebury College, Middlebury, Vermont

PUBLICATIONS:

BOOKS

- *Not Your Mother's Life: Changing The Rules of Work, Love, and Family* (Perseus Books, 2001)
- *When Mother's Work: Loving Our Children Without Sacrificing Ourselves* (Addison Wesley, 1997)
- *Manny and Rose*, A Novel (St. Martin's Press, 1985)

California State University
Channel Islands

- Editor, Robert Burton, *The Anatomy of Melancholy*, Abridged Edition, Milestones of Thought Series, (Fredrick Ungar, 1979)

SHORT STORIES:

- “What Will Become of Us,” *Global City Review*, Spring, 1993 “Mittelschmerz,” *Michigan Quarterly Review*, Fall 1990; collected in *The Female Body*, University of Michigan Press, 1991
- *The Golden Age*, (novella) Coalition of Publishers, 1980

ARTICLES:

- “Gender Remembered: The Ghost of ‘Unisex’ Past, Present, and Future,” *Women’s Studies: An Interdisciplinary Journal*, Vol. 34, #1, Jan-Feb, 05.
- “Fear of 50/50: What Are We So Afraid of, Anyway?” *Working Mother*, May 2002
- “Being There, The Father Quandary,” *The New York Times*, Business Section, June 21, 1998
- “School and Lunchroom Duty Begin,” *The New York Times*, Op. Ed., August 23, 1997.
- “A Nanny Went To Court and Motherhood Was On Trial,” (“Her Say” Column) *Chicago Tribune*, Nov. 30, 1997
- “One Is Plenty: Forget What You Heard, Only Children Have It Pretty Good,” *Family Life*, Jan. 1998
- “When The Babysitter Leaves,” *Family Life*, March, 1996
- “The Mommy Triangle,” *Family Life*, March 1994
- “The Single Mommy Track,” *Cosmopolitan*, Oct. 1994
- “Walking in Jefferson Country,” *The New York Times*, May 27, 1990
- “Yielding To The Spell of Death Valley,” *The New York Times*, Travel Section, Oct. 14, 1990
- “In The Cloud Forests of Ecuador,” *The New York Times*; Travel Section, Nov. 5, 1989
- “I’d Help...If They’d Let Me,” *The New York Times*, Op. Ed., Nov.26, 1989
- “Nicaraguan Odyssey,” *The Nation*, June 19, 1989
- Book reviews for *Ms. Magazine*, *The Nation*, *The New York Times*.

Mary Adler

Assistant Professor of English.

Ph.D. in Curriculum and Instruction, Specialization in Language and Education. University at Albany, State University of New York, May 2002.

PROFESSIONAL EXPERIENCE:

- Assistant Professor of English. California State University, Channel Islands, Fall 2003-Present.
- Facilitator of Instructional and Professional Development. Partnership for Literacy, Center on English Learning and Achievement (CELA), University at Albany, State University of New York. 2001-May 2003.
- National Writing Project coach and facilitator. University at Albany, State University of New York. 1999-2000.
- Research Assistant for the Center on English Learning and Achievement (CELA). University at Albany, State University of New York. 1996-1999.
- Consultant. Capital Region Teacher Center, Albany, NY. 1998-1999.
- Composition Instructor, California State University, Northridge, Summer Academic Enrichment Program. Summer 1996.
- English Teacher. John Sutter Middle School. Winnetka, CA. 1992-1996.
- Tutor, Special Services. Pierce College, Los Angeles Valley College, California State University, Northridge. 1990-1993.

California State University
Channel Islands

- English as a Second Language Instructor. Learning Tree University. Chatsworth, CA. 1991-1992.
- PUBLICATIONS:
- Adler, M. & E. Rougle (2005). *Building Literacy Through Classroom Discussion*. Scholastic, Inc.: New York.
 - Adler, M. (with Applebee, A. & S. Flihan). *Interdisciplinary Curricula in Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction*. Currently under review by *American Educational Research Journal*.
 - Adler, M., Rougle, E., Kaiser, E., & S. Caughlan (2003). Closing the gap between concept and practice: Toward more dialogic discussion in the language arts classroom. *Journal of Adolescent and Adult Literacy*, 47(4), 312-322.
 - Adler, M. (2001). Learning the writer's craft through literature. *Statement: The Journal of the Colorado Language Arts Society*, 37(1), 72-74.
 - Adler, M., & Flihan, S. (1997). The interdisciplinary continuum: Reconciling theory, research and practice (Research report No. 10004/2.36). Albany, NY: National Research Center on English Learning & Achievement, University at Albany.
 - Adler, M. (1996). About Teaching: *Just Teach Me, Mrs. K. English Journal*, v.
 - Adler, M. (1992). "Solar Husk," *Northridge Review*, Fall 1992.
 - Adler, M. (1991-2). *Blood and Ink Magazine* (Editor).
-

Julia Balén

Assistant Professor

Ph.D. in Comparative Cultural and Literary Studies, University of Arizona, 1993

PROFESSIONAL EXPERIENCE:

- Assistant Professor, English, CA State University Channel Islands, 2004-
- Visiting Professor, Women's Studies, University of Arizona, Jan 2004-
- Associate Director, Women's Studies, The University of Arizona, 1995-2004
- Senior Lecturer, The University of Arizona, 1993-6
- Faculty Mentor, Prescott College, Tucson, AZ, 1992-95
- Adjunct Faculty, Pima Community College, 1993
- Consultant: Group process, facilitation, conflict resolution, 1978-

PUBLICATIONS:

ARTICLES&CHAPTERS:

- "Practicing What We Teach," in *Women's Studies for the Future: Foundations, Interrogations, Politics*, ed. Elizabeth Lapovsky Kennedy and Agatha Beins (Rutgers University Press, June 2005)
- "In memoriam: Monique Wittig" in *Women's Review of Books*, January 2004, Vol. XXI, No. 4.
- Practicing Difference Differently: Cyborg Consciousness in Political Action," *Exclusions in Feminist Thought*, Sussex Academic Press, Fall 2002.
- "Motherly Voices: Dancing Through a Field of Children," in *Doing Feminism: Teaching & Research in the Academy*, eds. Mary Anderson, et al (Lansing, Michigan: Michigan University Press, 1997).
- "La Ronde: of Children and Mothers" in *The Intimate Critique: Autobiographical Literary Criticism*, eds. Diane Freedman, Olivia Frey, and Frances Zauhar (Durham, North Carolina: Duke University Press, 1993).
- "Duras' Laughing Cure for Lacan's Hysterical Lack" in *In Language and in Love, Marguerite Duras: The Unspeakable*, ed. Mechthild Cranston (Washington, D.C.: Scripta Humanistica, 1992) 100-118.
- "Truth Tramples Chastity, Modesty, and Purity, or the Tongue in Virginia's Cheek" in *Ticklish Proceedings*, ed. Kayann Short (Boulder, CO: Colorado University Publications, 1991) 1-7.
- "Constitutionally (W)hole: A Psycho-Sexual Meditation" in *Engender: A Magazine of Popular Interpretation*, Jan 1990, 1:1, 8-10.

POETRY:

- "Remembering Wittig" in *Frontiers: A Journal of Women's Studies*, Fall 2005.

4a. Additional Support Resources Required

The English program currently consists of seven tenure track faculty members. We are in the process of hiring a tenure track faculty member with a Ph.D. in Composition and Rhetoric who will be primarily involved with our undergraduate composition program and implementing the Composition and Rhetoric Specialization for the graduate program.

Upon approval by the dean and provost, we plan to hire (2008-2009) one additional faculty member with a specialization in literature and/or theory for the first year of implementation of the Masters Degree in English.

The library and the classroom facilities are also currently undergoing significant building and renovation, so we will require neither additional library nor additional physical support. By year two the university will have renovated additional classrooms, so our needs will be met.

4b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*

English faculty members currently at CSUCI have the required qualifications for starting the Masters Degree program. The new professor for the coming year (2007-2008) will enhance our composition and rhetoric program, and the next professor (2008-2009) will broaden our coverage of literature and theory at the undergraduate level and supply specific expertise in at least one area or course required for the M.A. degree.

Clerical support for the English program consists of one support coordinator and one student assistant. We share this support with Performing Arts, Communication, and the Center for Interdisciplinary Study. While we would like to have a support coordinator dedicated solely to English, this may not be possible during the first year of implementation.

4c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.*

CSUCI is a new campus, and we are renovating existing space as quickly as possible. The courses do not require special facilities and the class sizes will be relatively small, so we should be able to offer the program without additional expenses.

4d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.*

The CSUCI library is also undergoing growth, and the new John Spoor Broome Library should be open for first year of the MA in English program. The needs of the MA program are already a planned part of the Library's growth process.

- 4e. *Additional equipment or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.*

The MA in English will require neither specialized equipment nor materials.

5. *Abstract of the Proposal and Proposed Catalog Description*

ABSTRACT:

The Masters Degree in English at CSUCI is designed to provide the necessary background for students preparing to further their post-baccalaureate education, for students who plan to teach at community colleges, and/or for secondary school teachers who wish to enhance their teaching. The proposed program will provide a core of knowledge plus specialized knowledge in Literature or in Composition and Rhetoric.

PROPOSED CATALOG DESCRIPTION:

The Masters Degree Program in English is structured with a set of core courses taken by all CSUCI English graduate students. Students choose one of two options to complete their study, the Literature Specialization or the Composition and Rhetoric Specialization. These differ in their course requirements and purposes. Both specializations prepare students for continued work toward a doctoral degree, for teaching at the community college level, and for advancement as a secondary teacher. The M.A. in English prepares students for careers in editing, writing, journalism, criticism, politics, public information, advertising, and a variety of options in the corporate world.

ADMISSION

For admission, students must have a baccalaureate in English from an accredited institution or permission of the program chair, have maintained a grade point average of 3.0 for the last 60 semester units (90 quarter units), and have a writing sample approved by the English Graduate Advisor. Non-native speakers of English should submit their Test of English as a Foreign Language (TOEFL) scores.

Total units required for the Degree: 36 Units

REQUIRED CORE COURSES: (12 units)

- ENGL 601: Critical Theory Seminar (4)
- ENGL 602: Seminar in Language Structure (4)
- ENGL 603: Seminar in Contemporary World Literature (4)

REQUIRED COURSES IN LITERATURE SPECIALIZATION: (24 units)

- ENGL 620: History of Literary Movements (4)
- 16 units of literature courses at the 600 level
- ENGL 698: Thesis: Literature Specialization (4)

REQUIRED COURSES IN COMPOSITION AND RHETORIC SPECIALIZATION: (24 units)

- ENGL 640: Seminar in Composition Theory and Practice (4)
- ENGL 641: Seminar in Composition Methods for Non-traditional Students (4)
- ENGL 699: Thesis: Composition and Rhetoric Specialization (4)

Electives: (choose 12 units from the following)

- ENGL 646: Teaching Practicum (1-4) <second year implementation>
- ENGL 647: Seminar in Assessment Methods (4)
- ENGL 648: Writing as Cultural Practice and Social Change (4)

ENGL 649: Rhetorical Analysis (4) <second year implementation>
Plus one 600-level or approved 400-level English course

New Program Consultation Sheet

Program Title: Masters Degree in English

Recommend Approval

| Program Area/Unit | Program/Unit Chair | YES | NO (attach objections) | Date |
|--------------------------|---------------------------|------------|----------------------------------|-------------|
| Art | | | | |
| Biology | | | | |
| Business & Economics | | | | |
| Education | | | | |
| English | | X | | 12-12-2006 |
| History | | | | |
| Liberal Studies | | | | |
| Mathematics & CS | | | | |
| Psychology | | | | |
| Sociology | | | | |
| Spanish | | | | |
| Library | | | | |
| Information Technology | | | | |