

Updated proposal to Extend English BA to Global Campus documents Packet (10/30/18 version):

1. English response to Budget Committee
2. English BA Budget revised for Budget Committee (revised 10/30/18)
3. Updated proposal in response to Budget Committee (revised 10/30/18)

<p>Exhibit E is missing – so no evidence of commitment from Dean of CAS</p>	<p>We don't know why this was not in the materials you received as it was part of the PDF file sent to the Provost's office. It is now included.</p>
<p>Totally unclear where the "requested funding" is coming from and how long the costs indicated on page 11 will persist (via Dean commitment)</p>	<p>See Exhibit E, Dean's commitment, which is no longer missing.</p>
<p>Does not indicate in Table 1 Enrollment projections the year in which it is expected that program will reach full enrollment (assuming it's year 5? – need to specify)</p>	<p>I'm not sure what you're seeing, because this was included in the document that was sent to the Provost. Those numbers are included in the attached file.</p>
<p>Is there really a need for the program director at the onset of the program especially if they are only serving a projected 15 students in the first year? Maybe add a program director only after meeting some threshold level of student enrollment.</p>	<p>In the initial year(s) the program director will be charged with instructional delivery, course planning, cross-campus coordination, designing specialized assessment, and training additional instructors for the online environment. All of these are crucial not only to the immediate student learning experience but also to growing the program.</p> <p>Note that this will not be an entirely new position. Rather, the department has determined the selected individual will serve in this capacity quarter-time (.25 FTE) during the first years, with the remainder of his/her appointment being maintained in other duties. Only as the program grows will the FTE associated with this position increase, as demonstrated by the increase in the spreadsheet to .50 FTE in year 5.</p>
<p>How will the program respond to lower enrollment rates than expected?</p>	<p>This major option was selected in part because of the substantial on-campus demand for its courses across the system, most prominently 402 (technical writing—regularly oversubscribed) and 301 (5+ on campus sections each semester). The department already allows a limited number of students on the campuses to take these courses in an online environment, and we can where necessary adjust this mix to ensure courses enroll to capacity. The department also expects in the initial phase to have on-campus instructional faculty teaching these sections, which will allow it</p>

	(again if/when necessary) to scale offerings appropriately to meet demand.
A question for clarification on CAS's commitment to BA English proposal: The proposal is requesting funding for several courses and a program director. The proposal said that "the Dean is committed to providing the resources in order to provide for the launch of this degree". They need to clearly provide CAS's response on funding for a program director (e.g., the Dean's letter must be attached), and they need also to spell out how much financial support they can get when the enrollment fails to reach the target.	We don't know why this was not in the materials you received as it was part of the PDF file sent to the Provost's office. It is now included.
Exhibit E, the letter of financial support from the Dean of CAS is missing (e.g., Are the resource projections based on empirical evidence (data or a promise from administrators or the state) and sufficient?)	The fiscal support is from the College, and does not require additional state funding. The letter is now included.
The budget shows a -\$40.2 K in the 5 th academic year. It's not clear to me what that deduction in revenue covers.	In cell I50, the \$34.8K that appears to be a negative is reflecting funding that will go back to the college. In G50 (year 1) the program is running at a deficit, which is reflected by saying the department/college will need to reallocate funds (\$20k) to the program. When the reallocation is negative, that is saying that the department is now making money. Therefore the \$34.8k is revenue to the college.
I do not know how much empirical data the committee usually requests, but in these two proposals I see no empirical evidence (with data) for the enrollment calculations; they just make a statement that they "consider these estimates to be conservative". What is the foundation for such consideration? Also, I see no specific contingency plan. Sunsetting the degree is not a contingency plan, it is unavoidable if the program underperforms. No plan spelled out to reallocate faculty. I have the feeling for both proposals that they just copy-pasted out sections of some (perhaps the same) old proposal which, I assume, passed all committees. So the provided details (if the	Exact enrollment projections are extremely difficult to determine with complete accuracy, especially for online programs where very few students are full time. We arrive at enrollment goals and projections through a series of analyses that includes market demand research (Emsi and EAB), historical trends in similar majors, on-campus enrollment trends, and analysis of (in the case of political science BA) the political climate, which affects enrollments in this degree program. As stated in the section on "Sustainability", all new degrees and courses are evaluated for enrollment and financial metrics annually, and decisions are made strategically to both meet the

<p>source has really passed all hurdles) could be sufficient.</p>	<p>needs of students as well as minimize expenditures. Should enrollment not grow as predicted, the department will work with Global Campus to make strategic decisions about course offerings. In addition, as per above several of the course offerings projected for this course of study—and the faculty that teach them—are also in high demand for F2F courses. Reallocating faculty (or more accurately, modifying assignments) is already a regular element of course scheduling in the department.</p> <p>Also, the department can choose to open courses to other campuses in order to fill courses and ensure fiscal viability. Should the program continue to struggle financially, it will be discontinued.</p> <p>It is not possible to provide details beyond this generalization because we do not know which courses will have enrollments, which will be serving on-campus students, which will be serving seniors, etc. The teaching-out of a degree that is discontinued is a process that is arrived at with careful consideration of the key stakeholders.</p>
<p>a concern – it would be nice to have the letter of financial report included with the proposal – without this letter, the college support seems to be by chance – if the course development grants are awarded to this department</p>	<p>We don't know why this was not in the materials you received as it was part of the PDF file sent to the Provost's office. It is now included.</p>
<p>The resources listed in the narrative that will be provided by the college are not sufficient in the first year. Will the remainder that must be covered by the department have an adverse effect? Also, the letter of support is missing, so the funds cannot be confirmed.</p>	<p>The remainder will be covered by enrollments in courses that is *not* reflected in this budget due to the fact that the budget only depicts new students and majors, not total enrollments in the courses.</p>
<p>Exhibit E, the letter of financial support from the Dean of CAS is currently missing</p>	<p>We don't know why this was not in the materials you received as it was part of the PDF file sent to the Provost's office. It is now included.</p>

Use Table 1 to report enrollment projections

Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year N*
Headcount	15	25	35	45	60	60
AAFTE	9	15	21	27	36	36

**Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.*

Use the FTE Calculator below to convert Headcount to Annual Average FTE for each year represented.

FTE Calculator				
Credit Hours	Fall	Spring	Total	
Per Student	Headcount	Headcount	Headcount	total Credits
20			0	0
19			0	0
18			0	0
17			0	0
16			0	0
15			0	0
14			0	0
13			0	0
12			0	0
11			0	0
10			0	0
9	15	15	30	270
8			0	0
7			0	0
6			0	0
5			0	0
4			0	0
3			0	0
2			0	0
Total	15	15	30	270
Divide by 2 to get annual average				2
Annual average credits				135
<i>Divide by 15 for undergrads or 10 for grad students. Enter 15 or 10 ></i>				15
Annual average FTE				9

Use Table 2 to report program costs and revenues

**BA English
11/1/2018**

	1st FTE	2nd FTE	5th FTE	1st Academic Year	2nd Academic Year	5th Academic Year
Total Student HDC				15	25	60
Total Student AAFTE				9	15	36
				↑Enrollment values linked to Table 1↑		
Personnel						
Faculty	↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Program director	25%	25%	50%	17,000	17,000	29,000
<Insert Job Title>	0.00	0.00	0.00	-	-	-
Subtotal	0.25	0.25	0.50	17,000	17,000	29,000
Exempt						
Instructor	0.25	0.25	0.50	12,000	12,000	24,000
Subtotal	0.25	0.25	0.50	12,000	12,000	24,000
Classified						
<Insert Job Title>	0.00	0.00	0.00	-	-	-
Subtotal	0.00	0.00	0.00	-	-	-
Graduate						
TA	25%	25%	75%	3,750	3,750	11,250
TA	0%	0%	0%	-	-	-
Subtotal	0.25	0.25	0.75	3,750	3,750	11,250
Total Personnel	0.75	0.75	1.75	32,750	32,750	64,250
Benefits						
				↓Insert benefits based on current benefit rates↓		
Faculty				4,879	4,879	8,323
Exempt				5,062	5,062	10,123
Classified				-	-	-
Graduate				1,125	1,125	3,375
Total Benefits				11,066	11,066	21,821
				Link to current benefits model rates		
Goods and Services						
				13,500	12,000	10,500
Course Dev				-	-	-
Travel				-	-	-
Equipment (laptops, cameras, software)				1,000	1,000	1,000
Total Direct Costs				58,316	56,816	97,571
Total Indirect Costs	35%			24,131	25,747	47,692
Total Costs				82,447	82,562	145,263
<i>One-Time Costs (Course dev)</i>				13,500	9,000	9,000
<i>Recurring Costs</i>				68,947	73,562	136,263
<i>Total Costs</i>				82,447	82,562	145,263
				13,500	9,000	9,000
				68,947	73,562	136,263
				82,447	82,562	145,263
				9,161	5,504	4,035
				6,480	3,788	2,710
Revenue						
Internal Departmental /Area Reallocation				26,816	4,315.60	(28,428.80)
Enrollment Funding				31,500	52,500	126,000
New State Funds				-	-	-
WSU Allocation (Institutional reallocation)				-	-	-
Indirect Allocation (Central reallocation for support services)				24,131	25,747	47,692
Other <Insert Description>				-	-	-
Total Revenue				82,447	82,562	145,263
				TRUE	TRUE	TRUE
				↑Total costs must equal total revenue↑		

*Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.

Proposal to Extend English BA to Global Campus

Degree Title:	Bachelor of Arts, English
Academic Program:	English
Academic Plan:	English
Number of Credits:	120
Department(s) or Program(s):	English
College(s):	College of Arts and Sciences
Campus(es):	Global
Method of Instructional Delivery:	Online

Contact Name:	Todd Butler	Email Address:	butlert@wsu.edu
Contact Phone:	509-335-2639	*Proposed start date:	Fall 2018

***Proposed Start Date:** Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair Name:		Date:	
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Everett Chancellor:		Date:	
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Spokane Chancellor:		Date:	
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Tri-Cities VCAA:		Date:	
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Vancouver VCAA:		Date:	
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Dean:		Date:	
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VP Global Campus:		Date:	
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Comments:			
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Provost Office Sign:		Date:	
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Comments:

For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	

Revised: 7.27.17

Send completed form to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university's academic and financial situation, and if it will have the resources to further the University's objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

What are the aspirations for the reputation of this program - local, regional, national? What will it take to make that a reality?

Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?

How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?

How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a new program will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.

Proposal

Mission and Core Themes (Strategic Goals):

Provide a clear statement of the nature and purposes of the degree in the context of WSU's mission and core themes (strategic plan).

Consistent with WSU's fundamental land-grant mission of access and extending knowledge—a mission the Department of English has also adopted as the core of its next strategic plan, the online English major will enable the department to better serve both “degree completers” (individuals who have completed some college courses at WSU or elsewhere, and now wish to return to school) as well as nontraditional students from diverse backgrounds. In addition, because implementing the English major will involve increasing the variety of English courses offered online, the major will be useful not only for those students interested in majoring in English, but also for students in other majors seeking electives and UCORE courses.

By focusing its initial offering on its option in Rhetoric and Professional Writing, the English department has selected a curriculum immediately beneficial to these students. As detailed in this proposal's “Planning” section, training in professional and technical writing is in high demand, especially within Washington and the greater Pacific Northwest. Just as importantly, these skills are directly applicable to a wide variety of careers in business, public service, law, and education.

Together these factors address key elements of WSU's Drive to 25 (6-year completion rate, placement rate of graduates) and Grand Challenges (Advancing Opportunity and Equity). As noted above, extending the English degree to the Global Campus also upholds the land grant mission of WSU by extending the world class faculty and scholarship of the English department to a broad audience, state-wide and beyond, who may be unable to pursue a degree otherwise.

Educational Offerings:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional). Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.

The 120 credit English degree produces graduates who are proficient communicators, able to understand and employ the power of language and texts to influence their worlds. English graduates garner marketable skills, such as:

- Strong analytical and research skills combined with creative thinking
- Effective oral and written communication
- Ability to “translate” highly specialized or technical materials to multiple audiences, both internal and external
- Ability to work not only with the written word but also visual and multi-media texts
- Cultural awareness and sensitivity
- Time management and organization

See Exhibit A for four-year degree plan.

See Exhibit B for advising check sheet for the degree.

See Exhibit C for new course development and delivery schedule.

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

This degree will be delivered 100% online, asynchronously via the Global Campus LMS infrastructure.

Assessment of Student Learning and Student Achievement

* For graduate programs, please contact the Graduate School before completing this section.

Please provide a list and description of expected student learning outcomes.

Student Learning Outcomes for English Majors

SLO 1: Reading literary and cultural texts carefully and critically.

SLO 2: Producing a variety of creative and critical texts using appropriate technologies that contribute to literary and cultural discourses.

SLO 3: Developing abilities in critical reading, writing, and thinking necessary for them to communicate successfully with other audiences both within and outside the University.

SLO 4: Exploring the record of the human experience in language.

The English Program's alignment with Seven Goals of the Baccalaureate:

Program's Student Learning Outcomes	Seven Goals of the Baccalaureate
SLO 1: Reading literary and cultural texts carefully and critically. SLO 2: Producing a variety of creative and critical texts using appropriate technologies that contribute to literary and cultural discourses. SLO 3: Developing abilities in critical reading, writing, and thinking necessary for them to communicate successfully with other audiences both within and outside the University. SLO 4: Exploring the record of the human experience in language.	CRITICAL and CREATIVE THINKING. Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.

	QUANTITATIVE REASONING. Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.
	SCIENTIFIC LITERACY. Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.
<p>SLO 2: Producing a variety of creative and critical texts using appropriate technologies that contribute to literary and cultural discourses.</p> <p>SLO 3: Developing abilities in critical reading, writing, and thinking necessary for them to communicate successfully with other audiences both within and outside the University.</p>	INFORMATION LITERACY. Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.
<p>SLO 2: Producing a variety of creative and critical texts using appropriate technologies that contribute to literary and cultural discourses.</p> <p>SLO 3: Developing abilities in critical reading, writing, and thinking necessary for them to communicate successfully with other audiences both within and outside the University.</p>	COMMUNICATION. Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.
<p>SLO 3: Developing abilities in critical reading, writing, and thinking necessary for them to communicate successfully with other audiences both within and outside the University.</p> <p>SLO 4: Exploring the record of the human experience in language.</p>	DIVERSITY. Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.
<p>SLO 2: Producing a variety of creative and critical texts using appropriate technologies that contribute to literary and cultural discourses.</p> <p>SLO 3: Developing abilities in critical reading, writing, and thinking necessary for them to communicate successfully with other audiences both within and outside the University.</p>	DEPTH, BREADTH, AND INTEGRATION OF LEARNING. Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

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For undergraduate programs, provide the department’s plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

The assessment plan will be the same as the one adopted in Pullman, which is listed below in Exhibit D.

The program coordinator will work directly with the assessment coordinator in the department to review all assessment criteria and ensure Global Campus courses and students are sampled and assessed in direct proportion to the total number of students and courses offered through the department. Additionally, the departmental assessment coordinator will ensure that sufficient direct measures are assessable through technology. The assessment coordinator recognizes the need to archive and maintain records of online program, student, and course assessment, and will identify appropriate methods to facilitate that archival process.

The Department of English already assesses their numerous online courses and will continue to do so as the full program of study is launched online.

Please indicate as appropriate:

- Assessment of this program will be incorporated into the existing assessment plan for Pullman . Please attach a copy of the existing plan.
- A draft assessment plan is attached.
- A curriculum matrix is attached.

Planning:

Describe plans and include descriptions which provide evidence of:
1. The need for the change

Meeting A Growing Job Market
Combining data from multiple federal, state, and private sources demonstrates **an increasingly robust job market for professional/technical communicators** that is currently underserved.

Indeed, defining the full scope of job opportunities for graduates with a degree in professional writing is challenging. The Bureau of Labor Statistics (BLS) and the Society for Technical Communication (STC) have strong data on employment for technical writers/communicators, both organizations define technical communication quite narrowly. For example, the BLS Occupational Employment Statistics survey narrowly frames technical communication largely as the writing of technical manuals and operating/maintenance instruction. More public-facing digital media jobs do not as yet have their own BLS category, making it more difficult to

account for the wide range of new media jobs graduates in rhetoric/professional writing securing.

Even within these parameters, however, available data indicate that technical/professional writing is a field poised for significant growth, especially in our immediate geographical region. The rate of job growth for technical writers in the Pacific Northwest is projected at 27.2 percent through 2024, which is far above the national average. The most recent projections from the BLS predict 10 percent growth nationwide in employment for technical writers between 2014 and 2024, higher than projected growth for all occupations (7%) and more than double the projected growth for media and communication workers (4%). Nationally, according to the STC employment is increasing on average 2-3 percent per year across all categories of professional/technical writing. Similar rates of growth in Washington are projected by the Washington State Employment Security Department through 2020 and beyond.

Market research pursued in the development of this proposal also supports the wider need for this degree. The EAB market research firm has indicated that “Employers most often seek bachelor’s-level rhetoric and professional writing professionals for ‘technical writer,’ ‘copywriter,’ ‘reporter,’ and ‘ghost writer’ relevant positions. This degree will also provide graduates with three of the top five skills—writing, editing, and technical writing—that WSU market research partner firm Emsi reports make up the most relevant hard skills required from employers in the West seeking employees with Bachelor-level credentials.

Redefining the Field

The Rhetoric and Professional Writing degree provides an innovative curriculum that will enable its students to *lead* the field rather than simply participate in it. By combining focused training in professional writing and editing with more comprehensive training in rhetoric, including a sensitivity to issues of race and other issues of diversity and equity, the RPW degree provides the multi-cultural, multi-modal education increasingly necessary in today’s world.

Importantly, no other online degree program in the state of Washington offers such a comprehensive curriculum. The University of Washington, for example, offers less than five online courses in writing (most of which are expository or creative) and no online certificate or degree program, preferring instead to serve only their local population through classroom-based certificate program. Central Washington University offers an online degree that combines professional writing with an emphasis on creative writing (fiction, poetry, drama), yielding a substantially different program that is not as directly responsive to market needs. Neither CWU nor WWU offers any online certificate or degree program in writing of any sort. There is thus clearly a need for not only technical and professional writers but also a program that can effectively reach and teach students state-wide.

2. The student population to be served

Provide realistic justification for the projected FTE.

How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

WSU Global Campus programs typically appeal to those students who might not be able to attend a four-year program on the Pullman campus, but still want an accredited degree offered by a Tier 1 Research University with an excellent reputation.

As described above, the English major is particularly useful for “degree completers” – students who have completed one or two years of college and are returning to school in order to improve their career options. English is an ideal major for these students because it is intrinsically interesting, it contributes to a range of useful skillsets, and the requirements can be met in two years, thus helping students complete their degree in a timely manner. Because most Global Campus students enter the program having already completed some college courses, they are looking for majors that can be completed efficiently. The English major meets that need. Students who take advantage of the direct transfer agreement guidelines and articulation agreements will be able to transfer seamlessly from a two-year program without relocating to Eastern Washington. WSU Global Campus has been accommodating transfer students and former students who are at varying levels along the transfer continuum since its inception. Especially in its emphasis on writing, the program is also designed to appeal to working professionals and adult learners who may already work in other fields but wish to refresh and update their skills.

WSU Global Campus is focusing on digital marketing to generate awareness and promote all new degrees broadly across social media platforms and other digital access points. Specifically, the goal of the marketing effort is to meet target enrollment goals that enable the degree to reach a sustainable level of enrollments. We expect that these marketing efforts in conjunction with the characteristics of the major (allowing for timely completion, inherent interest, and career prospects) will result in a number of students choosing the English major.

In addition, WSU Global Campus ensures that all courses and programs meet ADA requirements for access to individuals with disabilities. |

3. Procedures used in arriving at the decision to change (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

In making the decision to develop an online English major, we relied on market analysis data and major/employment data from EAB, Emsi, and various online sources. As described above, these data provide evidence of a demand among students and in the workforce for the skills derived via an English degree. The online modality will make the degree available to individuals who have separated from the University, those who wish to complete a degree, those in rural and under-served communities, and those with time constraints and/or location constraints that would otherwise not have access to a physical campus. By offering WSU Bachelor of Arts in English online, students who might otherwise choose another online university will have the option of becoming part of the Cougar Nation.

The English Department already offers English courses that serve the Bachelor of Arts in Social Sciences degree, and provide UCORE and elective courses to other majors. Even so, the department convened an ad-hoc task force to develop a strategic vision for this program, establish key principles for its development, and a framework for the training and support of faculty necessary for a quality program. Having reviewed these reports at its August 2017 retreat the department faculty unanimously approved the development of this proposal.

The Faculty of the English Department and the Dean of the College of Arts and Sciences thus agree that the degree can be supported for online delivery, and they are prepared to engage fully in the development and delivery of the online degree.

4. Organizational arrangements required within the institution to accommodate the change.

The Global Campus is prepared to fully support course development, student services, advising, recruiting, marketing, and faculty development within their existing infrastructure.

Likewise, the English Department is prepared to manage assessment, instruction, innovation, and coordination of the online degree in concert with their existing campus-based degree. The English Department already offers a number of online courses during the academic year. The creation of an online major will therefore require only the addition of approximately three courses per semester as well as preparation of new courses to increase the diversity of course offerings. The department has also begun to establish a coordinating committee to identify the director of the online major and develop a cohort-model of instructional training designed to create a mutually supportive and successful environment for faculty in the program.

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.

2017-2018	Initiate faculty training sessions. Identify program director and lead faculty. Coordinate initial scheduling and faculty assignments across campuses in preparation for program launch. Summer 2018 complete initial course development objectives (see course development schedule, Exhibit D)
2018-2019	Continue course development Begin offering the online major Marketing/recruitment
2019-2020	Evaluate the need to hire faculty Evaluate the need for additional course development Continue marketing/recruitment Course update according to schedule
2020-2021	Monitor enrollment in individual courses; revise frequency of offerings as indicated Begin assessment Continue marketing Course update according to schedule

Budget:

Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

The English Department has been offering online courses for a number of years and currently has capacity to accommodate new majors within those existing courses. Offering the online major will require adding **three** courses per semester and some administrative oversight.

State-supported tuition allocation from central budget will cover cost of instruction and facilitation eventually as the degree reaches enrollment stasis. Global Campus will cover the cost of design and development assistance to faculty as part of their mission to support teaching with technology. Global Campus will also cover the cost of advising for the degree. The Global Campus also provides advising, recruiting, and faculty support in teaching with technology. Additionally, the College of Arts and Sciences supports course design, development, and redesign through a granting program each year. Priority is given to UCORE and courses necessary for degree programs.

Tuition will be the prevailing rate for online undergraduate credits.

Courses will be staffed by a combination of T/TT, clinical, and adjunct faculty, with some courses also being taught by Ph.D. seeking graduate students in Rhetoric. In the long term, the department will seek a core of instructors who provide consistency of instruction.

The Department of English is currently seeking funds from the CAS for the development of additional high-priority courses toward the degree. A program director will oversee course curriculum and assessment to assure that they are up to date and following best practices.

See the development and delivery rotation (Exhibit C)

The department is requesting funding for the development of 7 courses over the next 4 years at \$4500 each (\$31,500), and redesign funding for 4 courses at \$1,500 each over the next 4 years (\$6,000). To ensure the retention of highly-trained faculty and their availability to teach online in other high-demand areas (such as the first-year writing courses required of students in all WSU degree programs), the department has established a salary floor of \$6,000/.25FTE for any new teaching that results from this program and other online growth. Additionally, the department is requesting funding for a Program Director position (filled by a current staff member) that will begin at .25 FTE plus a summer stipend (\$5000, to compensate for year-round management of the program) for the first two years. Only as the program grows in enrollment—currently expected by year 5—will this position be increased to .50 FTE.

The Dean is committed to providing these resources in order to provide for the launch of this degree. (See Exhibit E)

Student Services:

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

The Global Campus provides comprehensive student services, often in collaboration and cooperation with the centralized units, to ensure student success. Included are dedicated recruiters and advisors, transfer credit evaluation, career counseling, financial aid, e-tutoring, student involvement, and tech support for online students. The Global Campus is also skilled in working with students to match their goals with the programs and services offered by WSU.

Additionally, WSU Global Campus personnel are the experts on adult and contemporary distance learners, and provide specialized services to meet the needs of these unique students.

WSU Global Campus creates opportunities for meaningful student engagement through unique student involvement activities offered virtually and face-to-face. The Global Campus encourages and mentors students into research opportunities and creates pathways for students to transition into graduate school.

Describe the implications of the change for services to the rest of the student body.

Adding online courses and creating access to a new degree program adds opportunity and options for student success, potential for better time-to-degree outcomes, and flexibility that accommodates students' needs. The English department is experienced in using blended and that use online technology to allow students (especially in highly regimented fields such as Engineering) to manage complex degree requirements. It has also used online delivery to provide additional required and elective courses to students at Vancouver and Tri-Cities in instances where their home campus could not provide these offerings. All of these opportunities may be enhanced with the growth in the department's online offerings.

We do anticipate that some English Majors that are currently enrolled in the online Social Sciences degree may choose to switch to the English degree. However, our numbers on the fiscal worksheet are indicating new enrollments rather than internal transfers. Both Global Campus and the department consider these estimates to be conservative, as student interest and market needs suggest the likelihood of greater enrollments.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

None. All online courses are fully supported by AOI and the Global Campus through the Learning Management System.

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

Students have access to all required curriculum as determined by the faculty and no new resources are expected to be required through the library to support this degree.

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

All faculty teaching online are held to the same qualifications as faculty on the Pullman campus. Deans and Directors are directly responsible for the hiring of all teaching faculty and ensure credentials are appropriate for the program, and they will hire using their normal hiring processes.

Current English faculty that will initially be assigned to this program are already highly skilled in online teaching. They include WSU's first instructional faculty member promoted solely for excellence in online teaching, a process which included external review letters sourced from authors of the CCCCs discipline-defining statement on best practices for the online teaching of writing. This faculty member has already lead multiple small groups of faculty through Global Campus' online teaching certificate program, thereby providing the department with a strong roster of faculty experienced in online teaching. At least three of these individuals were nominated by Global Campus students for WSU's inaugural Best Online Faculty Member.

Given this depth of experience in its current faculty, the department at this time does not anticipate the need to hire new faculty exclusively to support the degree online. Need for faculty will be monitored carefully as the degree program grows in order to ensure we are serving students appropriately. Any such new faculty will be trained and mentored by more experienced departmental faculty.

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, "cannibalization" of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

We anticipate very few impacts on other WSU programs or locations. WSU Department of English appointed a faculty committee which included members from the Vancouver campus to evaluate the feasibility of launching the degree online, and faculty from all three campuses voted in favor of the launch. It is also committed to distributing teaching opportunities equitably across WSU's constituent campuses, and has a long tradition of representation from Vancouver and Tri-Cities on department committees and initiatives. The roster for the department's online implementation committee will follow this practice.

We anticipate that the needs associated with new online enrollment will be met with the addition of a program director, a combination of T/TT, clinical, and adjunct faculty and ABD Graduate students, and with the existing capacity in courses currently being offered. Therefore, the addition of the online major should not adversely affect faculty teaching loads or the ability to offer courses on the physical campuses.

The department is committed to distributing online teaching and course development opportunities in accordance with the system-wide MOU recently reached regarding the proportional staffing (and attendant revenue generation) across WSU's Pullman, Tri-Cities, and

Vancouver campuses. Indeed, the department has already begun following these procedures, with faculty on all three campuses securing opportunities to teach online during Summer 2018. In the future, the department expects to continue this practice, though its implementation in any given semester will also remain dependent on the willingness of each campus to release its faculty from local teaching obligations in favor of online teaching.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

All new online degree programs will be evaluated continuously for enrollment and financial metrics. Under-performing degrees will be sunset once the college, department, and Global Campus have explored all reasonable efforts to increase enrollments and revenue through marketing, partnerships, and innovation. However, prior to sunsetting a degree, need for the courses that are provided online will also be analyzed to ensure little to no impact on other departments and programs that rely on those courses.

Any degree which is determined to be in need of sunsetting will include an appropriate teach-out plan and will be supported until students are able to graduate.

External Reviews

If this program is new to the Washington State University system, please provide the names and addresses of 2-3 external experts from similar institutions who could be contacted to provide reviews of this program.

Name	Contact Information (email, phone, address)
N/A	

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

Send to: provost.deg.changes@wsu.edu

EXHIBIT A

English – Rhetoric and Professional Writing Option (120 Hours)

Requirements in this degree are a core of eighteen hours of 300–400–level classes, eighteen hours of electives from the list of approved courses, with the option of six credits – with the approval of advisor – of any English or Humanities course at any level.

First Year

<i>First Term</i>	<i>Hours</i>
ENGLISH 101 [WRTG]	3
Humanities [HUM] ¹	3
Quantitative Reasoning [QUAN]	3
Social Sciences [SSCI]	3
Foreign Language, if necessary, or Elective	4
 <i>Second Term</i>	 <i>Hours</i>
Creative & Professional Arts [ARTS]	3
HISTORY 105 [ROOT]	3
Foreign Language, if necessary, and/or Electives	9

Second Year

<i>First Term</i>	<i>Hours</i>
Biological Sciences [BSCI] with lab or SCIENCE 101 [SCI] ²	4
Creative & Professional Arts [ARTS], Humanities [HUM], or Social Sciences [SSCI]	3
ENGLISH 301 [WRTG]	3
Humanities Elective ¹	3
Electives	3
 <i>Second Term</i>	 <i>Hours</i>
Diversity [DIVR]	3
ENGLISH 360	3
ENGLISH 362	3
ENGLISH 370, 371, 372, or 373	3
Physical Sciences [PSCI] with lab or SCIENCE 102 [SCI] ²	4
Complete Writing Portfolio	

Third Year

<i>First Term</i>	<i>Hours</i>
English 302 [M]	3
300-400-level Rhetoric / Professional Writing Electives ³	6
Electives	6
 <i>Second Term</i>	 <i>Hours</i>
300-400-level Rhetoric / Professional Writing Electives ³	6
Electives	9

Fourth Year

<i>First Term</i>	<i>Hours</i>
300-400-level Rhetoric / Professional Writing Electives ³	6
300-400-level Electives	6
Complete English Portfolio	
<i>Second Term</i>	<i>Hours</i>
ENGLISH 460 [M] or 461 [M] ⁴	3
Integrative Capstone [CAPS]	3
Electives	9

Footnotes

¹ Humanities Electives: At least one from HUMANITY 101, 103, 302 [M], 303, 304, 335, 350, 410, or 450 is required. Upper-division HUMANITY courses are not recommended for first-year students.

² To meet University and College of Arts and Sciences requirements, students must take a [BSCI] course with lab and [PSCI] course with lab or SCIENCE 101 [SCI] and SCIENCE 102 [SCI]. SCIENCE 101 [SCI] is offered Fall semester and is a prerequisite for SCIENCE 102 [SCI]. SCIENCE 102 [SCI] is offered Spring semester.

³ Rhetoric / Professional Writing Electives: Choose from AMER ST 475, CES 405, DTC 336, 354, 355 [M], 375 [M], 476, ENGLISH 308 [M], 358, 361, 363, 401, 402 [M], 405, 458, 461 [M], and 495.

⁴ Prerequisite of ENGLISH 402 [M] or 403 [M] required for ENGLISH 461 [M].

EXHIBIT B

Advising Sheet

Name _____ Advisor _____

ID Number _____ E-Mail Address _____

OPTION I: RHETORIC AND PROFESSIONAL WRITING

	Advisor Initials	Semester	Grade
Humanities Requirement:			
• Hum 101 [H] [HUM], 103 [H] [HUM], 198 [H], 302 [HUM], 303 [M], 304 [HUM], 335, 350, 410, or 450	3 credits	_____	_____

CURRICULUM MUST INCLUDE TWO [M] COURSES

I. Core (5 courses, 15 credit hours):

• Engl 302: Introduction To English Studies [M] <i>(must submit paper; see below)</i>	3 credits	_____	_____
• Engl 301: Writing and Rhetorical Conventions	3 credits	_____	_____
• Engl 360: Principles of Rhetoric	3 credits	_____	_____
• Engl 362: Rhetorics of Racism	3 credits	_____	_____
• Engl 370, 371, 372, or 373	3 credits	_____	_____
• Capstone: Engl 460 [M] or 461 [M]	3 credits	_____	_____

II. Electives from the following (6 courses): Engl 380 [M], 336, 354, 355 [M], 358, 363, 375 [M], 401, 402 [WRTG] [M], 405, 410 [CAPS], 461 [M], 458, 475, 476, 495, any creative writing course deemed appropriate by student's advisor:

1. _____	3 credits	_____	_____
2. _____	3 credits	_____	_____
3. _____	3 credits	_____	_____
4. _____	3 credits	_____	_____
5. _____	3 credits	_____	_____
6. _____	3 credits	_____	_____

END-OF-PROGRAM ASSESSMENT PORTFOLIO (ALL ITEMS REQUIRED):

- 1) Engl 302 paper _____
- 2) Paper from Senior-Year (or last) Upper-Division Literature Course _____
- 3) Exit Questionnaire (confidential until after graduation) _____

Apply for graduation: _____ Preliminary to-do list: _____ Final to-do list: _____

Foreign Language _____

EXHIBIT C

Course Development/Delivery Schedule

The Rhetoric and Professional Writing Degree shares some courses (such as 302—Introduction to English Studies) with other degree options in English, such as creative writing and literary studies, as well as with the department’s Digital Technology and Culture major. As such, the department’s Global Campus RPW degree may benefit from complementary online program development in these areas. Similarly, development of online courses for RPW may accelerate the online availability of other English degree options, resulting in greater opportunities for students at a lower overall cost for WSU. The schedule detailed below, however, does not rely on any of these factors, projecting instead the most conservative timeline for course development and delivery.

Work Period	Assigned Projects
Summer 2018	<p>Develop online 302, 360, 461 for AY18-19 delivery Revise 495 for AY18-19 delivery</p> <p>Result: 4 of 6 core requirements (and 8 of 13 total required/elective courses) available for immediate delivery in year 1 of program</p>
Academic Year 2018-19	<p>Fall: First delivery 302, 360 online Spring: First delivery 461, revised 495 online (courses staggered so to introduce 300-level before 400-level courses)</p> <p>Note that multiple sections of 301, 355, 402 and other elective courses are already regularly offered in both semesters (and thus are not detailed here or in subsequent years). Where appropriate/necessary we will increase the number of sections to accommodate enrollment.</p>
Summer 2019	<p>Develop online 362 and one course from 370 sequence for AY19-20 delivery</p> <p>Review/Assess/Revise newly offered online courses for necessary modifications or improvements</p> <p>Result: All core requirements (and 10 of 13 total required elective courses) available for online delivery</p>
Academic Year 2019-2020	<p>Fall: First online delivery of 362 Spring: First online deliver of 370-sequenced course</p> <p>Department will maintain the new course rotation identified above in AY18-19, as well as all</p>

	<p>previously existing online courses relevant to the major.</p> <p>In spring semester will also assess student interests and needs to identify with program director the highest priority elective courses for online delivery</p>
<p>Summer 2020</p>	<p>Develop final three electives (specific courses TBD) for online delivery. Two financed by course development funds, one to be assigned to program director as part of continuing workload</p> <p>Result: All degree requirements—core and elective—available for online delivery</p>

EXHIBIT D
Assessment Plan

Program Assessment Plan and Timeline for Department of English

Activity	Steps and Notes	Point Person / Participants	Dates / Completion or Next Steps
Assessment Plan	Design / update assessment plan	Director of Undergraduate Studies / Assistant Director of Undergraduate Studies	Under Revision (Spring 2017)
Student Learning Outcomes (SLOs)	Review and Revise SLOs Align SLOs with WSU's Seven Learning Goals of the Baccalaureate Communicate with faculty and students in the department	Director of Undergraduate Studies	Current SLOs were approved by faculty in 2013, and they are available to students online: https://english.wsu.edu/undergraduate-studies/ The SLOs are due for review / revision in Spring 2018, or following the current phase of Curriculum Revision. Will include specific attention to online outcomes and new major options.
Curriculum Map &/or Curriculum Revision	For a particular major-option, create a grid (map) of the SLOs and the courses those students take, indicating which learning outcomes each course introduces, reinforces, or expects mastery. Update as courses evolve / new courses are developed and added to the curriculum.	Director of Undergraduate Studies	Current Curriculum Map was approved by faculty in 2013, and is due for review / revision in Spring 2018, or following the current phase of Curriculum Revision. Note re: Curriculum Revision: a proposal to add a fifth, integrative option to the English Major was developed by the Undergraduate Studies Committee in Fall 2016 / Spring 2017. Preparations to implement this change will hopefully (with faculty approval) take place in the 2017 / 2018 academic year, following discussion at our August 2017 Faculty Retreat. The new courses tied to this Curriculum Revision will be taken into account when we review / revise our Curriculum Map. A similar process will be employed in establishing our online major (led by online subcommittee and supervised by both DUGS and Online Director).
Assessment Question(s)	Are students acquiring the critical skills outlined in the SLOs? Or is the curriculum delivering on its promise to cultivate the skills we've identified as integral to the English Major?	Director of Undergraduate Studies / Assistant Director of Undergraduate Studies	Ongoing

Direct Measures	Develop / Revise Rubrics for assessing student performance Use Rubrics to read, evaluate, and discuss representative samplings of student essays collected in the Exit Portfolios	Director of Undergraduate Studies / Assistant Director of Undergraduate Studies	Takes place annually during the Spring semester. These already include online samples. Spring 2017 – a sampling of student essays were Directly Assessed using the Reading Rubric. Spring 2018 – another representative sampling of student essays will be Directly Assessed utilizing a revised Reading Rubric.
Indirect Measures	Review Exit Surveys Peer and Focus Group Interviews Conduct a review of two key courses in the curriculum (that are also key elements of the assessment cycle): ENGL 302 and ENGL 494 (CAPS) Expand / Pilot Passport Program: Mentoring and Professional Development	Director of Undergraduate Studies / Assistant Director of Undergraduate Studies	Review of Exit Surveys last completed in Fall 2015; we plan to digitize these, in order to streamline the review process. We plan to conduct a review of ENGL 494 (CAPS) in Fall 2017 / Spring 2018. The Passport Program will continue to be refined and delivered to students in Fall 2017 / Spring 2018.
Analyze and Share Results	Share results of assessment with faculty during August Faculty Retreat.	Director of Undergraduate Studies / Assistant Director of Undergraduate Studies / Chair	Takes place annually at Faculty Retreat either directly or indirectly vis-à-vis discussion of any potential changes in the English degree / English curriculum / teaching practices.
Using Assessment	Review and Revise Curriculum / Recommend changes in Teaching Practices as necessary. Refine assessment processes.	Director of Undergraduate Studies / Assistant Director of Undergraduate Studies / Chair	Ongoing

EXHIBIT E
Letter of financial support from the Dean of CAS



College of
Arts and Sciences

MEMORANDUM

TO: Todd Butler, Chair
Department of English

Cc: Nancy Lira, Area Finance Officer
College of Arts and Sciences

FROM: Daryll B. DeWald, Dean *Daryll B. DeWald*
College of Arts and Sciences *Daryll B. DeWald*

DATE: September 25, 2017

SUBJECT: Support for English Bachelor of Arts degree through Global Campus

Dear Dr. Butler:

I offer my strong support for the proposal submitted by the Department of English to launch online English Bachelor of Arts degree through the Global Campus.

The College of Arts and Sciences is committed to provide funding that will support oversight of the online program, development of new and updated courses, and the teaching of online courses for the major in English. The College will provide up to \$35,615 in ongoing or new funds to support the appointment of instructional personnel to meet those goals in the first year that the online major is offered and up to \$55,115 in ongoing or new funds in the fifth year or sooner if the growth of student majors meets the projection outlined in your proposal.

We are also committed to providing course development funds to English that will support the design and implementation of courses for your online major. Our current standard is to provide \$4500 for the development of courses for the online environment, and these funds will be available through application to the College on a course-by-course basis.

All new online degree programs will be evaluated annually for effectiveness in meeting learning outcomes and for achieving sustainable enrollments. At the end of five years, we will review with the Department of English and Global Campus the success of the online major in meeting learning and enrollment goals to evaluate renewal of our commitment to the salary of the clinical assistant professor.

I thank you and the faculty of the Department of English for your commitment to providing educational opportunities that meet the needs of diverse students, especially for students who may not be able to access one of our physical campuses.