M E M O R A N D U M

TO: Amy Nielsen, Executive Secretary
Faculty Senate

FROM: Becky Bitter, Registrar's Office

FOR: Academic Affairs Committee

DATE: 28 February 2019

SUBJECT: Proposal to Extend the BA in English to the Global Campus

At its meeting on February 26, 2019, AAC approved a proposal to extend the Bachelor of Arts in English to the Global campus.

The requirements for the degree and major will be identical to those requirements for the degree offered at the other campuses. Only the Rhetoric and Professional Writing option will be offered initially.

At this time, Faculty Senate review and approval is recommended, to be effective fall 2019.

WASHINGTON STATE UNIVERSITY

M E M O R A N D U M

TO: Kasee Hildebrand, Chair Academic Affairs Committee

FROM: Suzanne Lambeth, Assistant Registrar

DATE: December 4, 2018

SUBJECT: Extend BA in English to Global Campus

The College of Arts and Sciences requests an extension of the Bachelor of Arts in English to Global Campus. Initially, the only option that will be extended is Rhetoric and Professional Writing.

Their rationale for the extension includes:
- *Upholds the land grant mission by extending WSU faculty and scholarship to a broader audience.*
- *Ability to better serve "degree -completers" and non-traditional students in support of increased completion rates and placement of graduates*

As there are no proposed changes to the degree requirements, a review by Catalog Subcommittee is not required.

MEMORANDUM

TO: Faculty Senate

FROM: Daniel J. Bernardo, Executive Vice President and Provost

SUBJECT: Extend Bachelor of Arts in English to Global

DATE: March 12, 2018

The attached proposal for extending the Bachelor of Arts in English to the Global Campus has been reviewed by the Provost's Office review committee. A few issues arose with the original proposal.

- Budget: A number of minor clarifications needed, all of which have been addressed.
- Assessment: We had concerns about the quality of the assessment plan within the department. English has since engaged the Office of Assessment of Teaching and Learning to help with revision of the department assessment plan. The revision strategy is included in Exhibit D of the proposal. The revision process is ongoing, but we feel the plan is sufficiently well-developed that it is appropriate to move this proposal forward.

These changes satisfy us that the proposal is ready for Senate review.

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:	Todd Butler	Date:	September 28, 2017

Everett Chancellor:		Date:	

Spokane Chancellor:		Date:	

Tri-Cities VCAA:		Date:	

Vancouver VCAA:		Date:	

Dean:	Daryll B. DeWald	Date:	September 28, 2017

VP Global Campus:	David R. Cillay	Date:	September 28, 2017

Comments:

Provost Office Sign:	~~(signature)~~	Date:	3/13/18
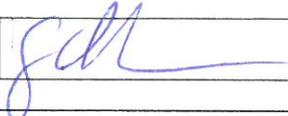
Comments:

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.

2

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.
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.	**INFORMATION LITERACY.** Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.
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.	**COMMUNICATION.** Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.
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.	**DIVERSITY.** Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.
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.	**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.

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 detailed below in Exhibit D. Recent revisions to assessment protocols, developed in conjunction with the Office of the Assessment of Teaching and Learning, have been developed to incorporate online teaching more specifically and effectively into the department's ongoing assessment efforts.

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 appropriately. In Spring 2018, for example, assessment will focus on the department's online Technical Writing courses, a key course in the Professional Writing track detailed in this proposal and the department's largest current online offering.

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.

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
While defining the full scope of job opportunities for graduates with a degree in professional writing is challenging, combining data from multiple federal, state, and private sources demonstrates an increasingly robust job market for professional/technical communicators that is currently underserved.

While 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, there is both a substantial need in Washington state for this degree and a lack of alternative educational options. The latter is especially true given that the state's most tech-rich population areas are separated from WSU campuses where English has a significant presence. This creates a situation of potentially strong demand that cannot be met locally and that will not "cannibalize" existing course offerings. Indeed, in the area of technical writing in particular the department has long offered a selection of "blended" online courses that enroll both Pullman and Global Campus students, thereby enabling students in particularly sequenced majors (such as Engineering) to complete this degree requirement while maintaining their overall degree progress. (ENGL 402 is required of multiple non-English majors on campus and is often oversubscribed.) In this regard the expansion of online offerings in this area will likely help rather than hinder Pullman-based offerings.

More generally, 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 submission 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 $12,000/.25FTE (minimum 2 courses annually) for any new teaching that results from this program and other online growth. Additionally, the department is requesting funding for a Program Director as follows:
   a. Stipend (11%): $7,020
   b. Summer salary: $7,891
   c. One course buyout: $4,954
   d. Total: $19,865

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. Rhetoric and Professional Writing courses are generally (though not exclusively) conducted via a contemporary rather than historical case-study approach that regularly uses publicly-available material and internet-based data as their primary subject matter. We thus project that expansion in this track of our major will yield the lowest impact on WSU Libraries of any of our department's curricula. While overall growth in student use of library resources is necessarily inevitable given the general expansion of WSU Global Campus programs, we expect that this particular proposal will thus have an only incremental impact on current library offerings that will be readily mitigatable by the growing availability of online library resources.

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 to support the degree online. Where necessary, contracts for other instructors (many of whom are not 1.0 annually) will be increased in order to have those individuals cover face-to-face courses that would otherwise be taught by faculty skilled in both F2F and online teaching. This method of internal reallocation is cost-effective insofar as it limits not only additional salary expenditures but also benefits expenses.

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, especially as Vancouver and Tri-Cities faculty have been involved from the beginning in reviewing this proposal.

WSU Department of English appointed a faculty committee which included those from 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. In addition, following the emerging outlines of the multi-campus agreement on online instruction, the department has already made summer school online teaching available to qualified Vancouver and Tri-Cities faculty. The resulting assignments have only been concluded after the immediate needs of those campuses have been met.

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.

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

13

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

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

First Term	Hours
ENGLISH 101 [WRTG]	3
Humanities [HUM][1]	3
Quantitative Reasoning [QUAN]	3
Social Sciences [SSCI]	3
Foreign Language, if necessary, or Elective	4

Second Term	Hours
Creative & Professional Arts [ARTS]	3
HISTORY 105 [ROOT]	3
Foreign Language, if necessary, and/or Electives	9

Second Year

First Term	Hours
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

Second Term	Hours
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

First Term	Hours
English 302 [M]	3
300-400-level Rhetoric / Professional Writing Electives[3]	6
Electives	6

Second Term	Hours
300-400-level Rhetoric / Professional Writing Electives[3]	6
Electives	9

Fourth Year

First Term	Hours
300-400-level Rhetoric / Professional Writing Electives[3]	6
300-400-level Electives	6
Complete English Portfolio	

Second Term	Hours
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].

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]   3 credits _____ _____
  (must submit paper; see below)
- 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	Develop online 302, 360, 461 for AY18-19 delivery Revise 495 for AY18-19 delivery Result: 4 of 6 core requirements (and 8 of 13 total required/elective courses) available for immediate delivery in year 1 of program
Academic Year 2018-19	Fall: First delivery 302, 360 online Spring: First delivery 461, revised 495 online (courses staggered so to introduce 300-level before 400-level courses) 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.
Summer 2019	Develop online 362 and one course from 370 sequence for AY19-20 delivery Review/Assess/Revise newly offered online courses for necessary modifications or improvements Result: All core requirements (and 10 of 13 total required elective courses) available for online delivery
Academic Year 2019-2020	Fall: First online delivery of 362 Spring: First online deliver of 370-sequenced course Department will maintain the new course rotation identified above in AY18-19, as well as all

	previously existing online courses relevant to the major. In spring semester will also assess student interesta and needs to identify with program director the highest priority elective courses for online delivery
Summer 2020	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 Result: All degree requirements—core and elective—available for online delivery

EXHIBIT D

Assessment Plan

After a series of Fall 2018 conversations with the Office of Assessment of Teaching and Learning (ATL), the Department of English has begun revising its assessment protocols to develop a more flexible assessment plan that among other things will be particularly suited to the needs of our developing online major curriculum.

While previously the individual online courses offered by the department were not regularly included in assessment practices, upon the advice of ATL the department is moving in Spring 2018 to an "embedded assessment" protocol. This protocol will significantly expand the number and range of courses assessed during the academic year by training individual faculty members in key courses—including online courses—to perform direct assessments of student learning. These initial assessment results will be reviewed by the Director for Undergraduate Studies and the Undergraduate Studies Committee to ensure program consistency and quality across all modes of curricular delivery.

Embedded assessment is of particular use in a developing program such as the online Professional Writing track, as it allows for the most direct feedback to faculty as they review not only their individual pedagogy but also the effectiveness of new course designs and online learning environments. This information will be incorporated into both course updates and the design of new courses across the course delivery schedule (Exhibit C), resulting in an iterative process of delivery, assessment, and redesign. In Spring 2018, embedded assessment will be piloted in four individual online ENGL 402—Technical Writing courses (the largest of our current online offerings).

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 with emphasis—as per above—on developing/integrating new online-friendly assessment protocols (Spring 2018)
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.	Director of Undergraduate Studies	Current Curriculum Map was approved by faculty in 2013, and is due for review / revision following the current phase of Curriculum Revision and assessment updates. Development of online major offerings does not include any entirely new courses, so the department will use its standard SLOs.

	Update as courses evolve / new courses are developed and added to the curriculum.		
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 – Development of Pilot "Embedded Assessment Protocols" to include multiple online sections of ENGL 402.
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

BA English

3/9/2018

			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		11%	11%	11%	19,865	19,865	19,865
	<Insert Job Title>		0.00	0.00	0.00	-	-	-
		Subtotal	0.11	0.11	0.11	19,865	19,865	19,865
	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		0.61	0.61	1.36	35,615	35,615	55,115
Benefits						↓Insert benefits based on current benefit rates↓		
	Faculty					5,701	5,701	5,701
	Exempt					5,062	5,062	10,123
	Classified					-	-	-
	Graduate					1,125	1,125	3,375
	Total Benefits					11,888	11,888	19,199
	Link to current benefits model rates							
Goods and Services		Course Dev				13,500	12,000	10,500
Travel						-	-	-
Equipment (laptops, cameras, software)						1,000	1,000	1,000
	Total Direct Costs					62,003	60,503	85,814
	Total Indirect Costs	35%				26,117	27,732	41,362
	Total Costs					**88,120**	**88,235**	**127,176**
	One-Time Costs (Course dev)			User inputs one-time costs →		*13,500*	*9,000*	*9,000*
	Recurring Costs			Formula calculates recurring costs →		*74,620*	*79,235*	*118,176*
	Total Costs					**88,120**	**88,235**	**127,176**
	Calculated total cost per student AAFTE:					**9,791**	**5,882**	**3,533**
	Calculated direct cost per student AAFTE:					**6,889**	**4,034**	**2,384**
Revenue								
	Internal Departmental /Area Reallocation					30,503	8,002.86	(40,185.55)
	Enrollment Funding					31,500	52,500	126,000
	New State Funds					-	-	-
	WSU Allocation (Institutional reallocation)					-	-	-
	Indirect Allocation (Central reallocation for support services)					26,117	27,732	41,362
	Other <Insert Description>					-	-	-
	Total Revenue					**88,120**	**88,235**	**127,176**
						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.

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 Per Student	Fall Headcount	Spring Headcount	Total 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
Divide by 15 for undergrads or 10 for grad students. Enter 15 or 10 >				15
Annual average FTE				9

TO: Todd Butler

FROM: Gayle Anderson, Faculty Senate

RE: Extending BA in English to Global Campus

DATE: March 29, 2019

On March 28, 2019, the Faculty Senate voted to approve the proposal:
Extending BA in English to Global Campus

Your proposal will now be recommended to the Board of Regents and then sent to the Northwest Commission on Colleges and Universities (NWCCU). Because this process is new, we are not sure how much time that final approval will take. The Provost' Office will notify you that final approval has been given and at that point you may publish and advertise your degree/program.

Cc: Dr. Craig Parks
    Suzanne Lambeth
    Dr. Erica Austin
    Kristina Peterson
    Matt Zimmerman