

0. Form NP -- New Program Proposal Form

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: new emphasis: Creative Writing in BA - English program

Degree/Certificate: Bachelor of Arts

Options: Creative Writing

Delivery Site(s): Maryville Campus

CIP Classification: 230101 (Please provide a CIP code)

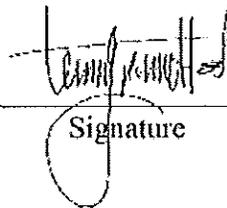
Implementation Date: Fall 2016

Cooperative Partners: none

Expected Date of First Graduation: December 2017

AUTHORIZATION

Timothy Mottet, Provost
Name/Title of Institutional Officer



Signature

January 28, 2016
Date

Gregory Haddock, Vice Provost
Person to Contact for More Information

(660) 562-1145
Telephone

2. Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

| <i>Year</i> | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
|------------------|-----------|-----------|-----------|-----------|-----------|
| <i>Full-time</i> | <u>10</u> | <u>20</u> | <u>30</u> | <u>40</u> | <u>45</u> |
| <i>Part-time</i> | _____ | _____ | _____ | _____ | _____ |
| <i>Total</i> | <u>10</u> | <u>20</u> | <u>30</u> | <u>40</u> | <u>45</u> |

ii. Will enrollment be capped in the future?

There are no plans to cap enrollment. There are currently 94 students (Fall 2015) majoring in BA or BS in English. With the deletion/inactivation of the BS in English, the BA and this emphasis will continue to be show strong subscription from students.

What method(s) or data were used to project student enrollment for this proposed program?

The responses to our online survey indicate that, even among declared English and English Education majors and writing minors, there is substantial interest in both emphasis areas of the proposed degree program: Creative Writing and Publishing and Professional Writing (see Appendix B). So we believe that the writing major is likely to be attractive to students who are currently English majors, English Education majors, and writing minors. So, even with some attrition, we believe we'll likely reach 45 total majors within five years.

The new program allows us to better recruit students interested in "creative writing," which ACT data shows among prospective Northwest students is a slightly more popular major choice than "English Language and Literature, General" and "American/English Literature." Despite not having a major in creative writing offered at Northwest, the yield on students who express an interest in studying creative writing--according to the ACT data provided by Enrollment Management at Northwest--is higher than for the majors in language and literature (see Appendix D). For years, the Department has pitched the B.S. in English as the "closest thing we have to a writing major." The proposed revisions eliminate the need for the hedging, we-almost-have-it-but-don't-quite language (which, in recruitment situations, can turn a "likely to enroll" student into a "still considering options" student).

2. Need (Form SE - Student Enrollment Projections)

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

The B.A. in English with a Creative Writing emphasis allows us to better recruit students interested in "creative writing," which ACT data shows among prospective Northwest students is a slightly more popular major choice than "English Language and Literature, General" and "American/English literature." This program appeals to that population who also desires a deep immersion in the study of literature and literary history.

B. Societal Need:

i. General needs which are not directly related to employment

Students who major in English with a Creative Writing emphasis will leave Northwest with the "communication skills (written)" that employers report desiring and the exposure to and practice in literature, literary-creative writing and linguistics to provide the intellectual fitness necessary to adapt to the professional demands of their fourth and fifth jobs-and to fully thrive as citizens.

In a 2013 article in TIME Magazine, Annette Gordon-Reed, a Harvard University history professor, talks about how the liberal arts prepare students for "not just for their first job but for their fourth and fifth jobs." Nevertheless, the trend at most universities in the U.S. has recently been away from the liberal arts and toward technical and skill-based education—perhaps preparation for only the first job. Fareed Zakaria, in his 2015 book, In Defense of a Liberal Education, discusses this paradigm shift: "As college enrollment has grown in recent decades, the percentage of students majoring in subjects like English and philosophy has declined sharply. In 1971, for example, 7.6 percent of all bachelor's degrees were awarded in English language and literature. By 2012, that number had fallen to 3.0 percent. During the same period, the percentage of business majors in the undergraduate population rose from 13.7 to 20.5."

The Department of English and Modern Languages feels that a major in writing, with its coursework in language and literature, in both creative writing and workplace-oriented writing, provides a liberal-arts degree with professional implications. Northwest offers a number of vocational degrees that include some practice in writing. The proposed major in Writing will be Northwest's first liberal-arts degree in writing with professional implications.

Students who earn a B.A. or a B.S. in writing will leave Northwest with the "communication skills (written)" that employers are looking for AND enough exposure to and practice in literature, rhetoric, literary-creative writing and linguistics to provide the intellectual fitness necessary to adapt to the professional demands of their fourth and fifth jobs.

C. Methodology used to determine "B" and "C" above.

Analysis of ACT data (appendix C), job analysis of NACE data (appendix D), and Survey of students (appendix B).

3. Duplication and Collaboration: (Form CL – Collaborative Programs)

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Missouri State University has a B.A. in Professional Writing. Missouri Western offers "concentrations" within the B.A. in English program. including concentrations in technical communication" and "creative writing and publishing." Truman State University offers a B.F.A. in Creative Writing. We believe Northwest Missouri State's would be the only program of its kind, a B.A. or B.S. in Writing, with emphasis areas in creative writing or professional writing, among our peers.

Although there are other options available to universities looking to capture those students—the 462 students in Missouri, Kansas, Nebraska and Iowa, who took the ACT and indicate an interest in creative writing--we believe the creation of a general writing program is the most responsible option. We don't currently employ the creative writing faculty to sustain and build a quality B.F.A. in creative writing and to compete with Truman State in Missouri and others in the region. We likely don't have the student or faculty interest and depth of expertise to build a program focused on Professional Writing alone. We may not have the faculty to sustain a successful composition studies undergraduate major. But we do have specialists in linguists, professional writing, creative writing, rhetoric and composition who are excited to get behind a Creative Writing emphasis for our existing BA in English program.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

- A. Total credits required for graduation: 124
B. Residency requirements, if any: n/a
C. General education: Total credits: 42 + 6 inst. requirements

Courses (specific courses OR distribution area and credits):
minor required (18-24 cr.)

D. Major requirements: Total credits: 36

I. English Core 18

- 10-233: American Literature: Beginnings to 1865 3
10-234: American Literature: 1865 to the Present 3
10-245: English Literature: Beowulf through the 18th Century 3
10-246: English Literature: Romantics to the Present 3
10-372: Introduction to Shakespeare 3
10-405: Senior Seminar 3

II. 10-305: Literary Critic's Craft 3

III. Modern and Contemporary Literature 3

- At least ONE course from the following:
10-224 Multiethnic Literature of the United States 3
10-226 Modern and Contemporary World Literature 3
10-352 Science Fiction Literature 3
10-341 Literature and Film 3

IV. Literary Traditions 3

- At least ONE course from the following:
10-331 The Bible and Literature 3
10-343 Survey of Women's Literature 3
10-520 Studies in Early British Literature 3
10-590 Young Adult Literature 3

V. Creative Writing Emphasis 9

3. Program Structure: (Form PS - Program Structure)

At least THREE courses from the following:

10-210 Intra to Creative Writing 3

10-312 Creative Writing: Creative Nonfiction 3

10-313 Creative Writing: Fiction 3

10-314 Creative Writing: Poetry 3

10-316 Creative Writing: Playwriting 3

10-414 The Structure and Theory of Creative Writing 3

10-495 Internship in Writing and Research 3

10-560 Advanced Creative Writing 3

E. Free elective credits: 19-22 cr. (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

10-405: Senior Seminar serves as the capstone experience

G. Any unique features such as interdepartmental cooperation:

n/a

5. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Creative Writing emphasis for existing BA - English

Date: January 28, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

No special admission is required for English programs.

- Characteristics of a specific population to be served, if applicable.

Students wishing to augment their BA in English with specialized coursework focussed on creative writing.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

No change in teaching load: student contacts may be slightly lower in the majors courses- Advanced Writing for the Professions and Writing and Rhetoric--than in General Education courses such as Introduction to Literature. The B.A. in English with an emphasis in creative writing does not create any new courses or any new preparations for faculty. It provides an area of emphasis within an existing degree program, the B.A. in English, which we believe may be popular among students but which does not require changes in the course rotation.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

100% taught by full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

No expectation beyond faculty duties for scholarship and professional development.

5. Program Characteristics and Performance Goals: (Form PG).

Enrollment Projections

- Student FTE majoring in program by the end of five years.
45 full time students at the end of five year.
- Percent of full time and part time enrollment by the end of five years.
Expectation and calculations of revenue and costs were based on full time students. Inevitably some students may be part-time at some point. Expectation is 95% or more will be full-time undergraduate students.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
10 per year at three years and 15 per year at five years.
- Special skills specific to the program.
English and writing capacity.
- Proportion of students who will achieve licensing, certification, or registration.
n/a
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
Students majoring in English programs typically score at the 60%tile or higher on the nationally normed General Educaton assessment exam.
- Placement rates in related fields, in other fields, unemployed.
Over the past three years 20% to 50% of the students continued in graduate programs. Beyond that, very few students completing the English degrees have found careers that align with the title "writer." With the institution's new focus on professional preparation and profession-based education, the desire is to increase this proportion.
Career Services reports that rounly 70% of the 37 graduates in the past three years have responded to the employment survey. Two of those students were still seeking employment 6 months after graduation.
- Transfer rates, continuous study.
n/a

6. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.
No plans for program accreditation.

5. Program Characteristics and Performance Goals: (Form PG).

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
The program will be reviewed every five years and it is typical to survey degree completers and alumni at that time. Expectation is high satisfaction.
- Expected satisfaction rates for employers, including timing and method of surveys
Similar to alumni survey, employer feedback is typical at the five year review period. It is difficult to focus on employers for English programs since there is not a typical avenue of employment after graduation. Therefore, graduate programs that received our students would be a likely source of this feedback for program effectiveness.

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The reorganization of the English programs with the four proposals being considered now is done with mostly existing coursework. Only three new courses are needed for the BA-writing with Creative Writing emphasis and the new BA/BS Writing program proposals. The rest of the work was in altering course rotation and some teaching loads.

8. Any Other Relevant Information:

Appendix A - catalog copy

Appendix B - student survey of program interest

Appendix C – NACE employment data

Appendix D – ACT data showing prospective interest focused on writing

Appendix A – catalog copy

Catalog comparison of Current and Proposed Curricula
 Pages in catalog 88-91

| Catalog (Current) | Catalog (Proposed) |
|----------------------|---|
| Degree Programs | <p>Degree Programs [The 33-hour Bachelor of Arts in English provides . . . problem-solving abilities]</p> <p>The 36-hour Bachelor of Arts in English with an emphasis in Creative Writing provides a traditional curriculum of literary study supplemented by foundational coursework in the practice and theory of creative writing.</p> <p>English Major, emphasis in Creative Writing, 36 hours; B.A.—Minor Required</p> <p>I. English Core 18 10-233: American Literature: Beginnings to 1865 3 10-234: American Literature: 1865 to the Present 3 10-245: English Literature: Beowulf through the 18th Century 3 10-246: English Literature: Romantics to the Present 3 10-372: Introduction to Shakespeare 3 10-405: Senior Seminar 3</p> <p>II. 10-305: Literary Critic's Craft 3</p> <p>III. Modern and Contemporary Literature At least ONE course from the following: 3</p> <p style="padding-left: 40px;">10-224 Multiethnic Literature of the United States 3 10-226 Modern and Contemporary World Literature 3 10-352 Science Fiction Literature 3 10-341 Literature and Film 3</p> |

| | |
|--|--|
| | <p>IV. Literary Traditions At least ONE course from the following: 3</p> <p style="padding-left: 40px;">10-331 The Bible and Literature 3 10-343 Survey of Women's Literature 3 10-520 Studies in Early British Literature 3 10-590 Young Adult Literature 3</p> <p>V. Creative Writing Emphasis At least THREE courses from the following: 9</p> <p style="padding-left: 40px;">10-210 Intro to Creative Writing 3 10-312 Creative Writing: Creative Nonfiction 3 10-313 Creative Writing: Fiction 3 10-314 Creative Writing: Poetry 3 10-316 Creative Writing: Playwriting 3 10-414 The Structure and Theory of Creative Writing 3 10-495 Internship in Writing and Research* 3 10-560 Advanced Creative Writing 3</p> <p>*On-campus internship experiences are available, by application, with Greentower Press/<i>The Laurel Review</i>. Off-campus internships may also satisfy this requirement.</p> |
|--|--|

Appendix B – student survey of student interest

Appendix 1: online survey results. We invited all of our current students by email to take an online survey—using Survey Monkey. About 98 students were on the invite list. We'd a response rate of just over 30 percent.

Here's the email invite text:

Dear William,

The Department of English and Modern Languages needs your help! We're proposing a few new degree programs and courses to be implemented in academic year 2016. And we need to gauge student interest in the proposals. We realize that some of these programs and courses may not be implemented in time for you to take advantage of them (say, if you're graduating in December 2015). We'd still like your input. That's why I've phrased all of the questions as a kind of hypothetical; I've asked you to pretend that you are starting at Northwest with no earned credit hours.

Take the survey!

We think these are good ideas, but we'd like to check with our students before we get too far down the road in implementing them.

Here's the link: <https://www.surveymonkey.com/r/WL19XLLP>

Your answers may be used to justify the proposed programs, demonstrate student interest in these proposals to the Northwest faculty at large, the administration, and eventually the Board of Regents at Northwest and the Coordinating Board of Higher Education in Missouri. Your answers will not be used to change anything for you specifically—your enrollment status, your advisor, your major. Nor will we use your name or any identifying information about you. We'll just see the end results of the survey—not how you answered specifically.

Here's that survey!

If you'd like to know the results of the survey—and if you're interested in knowing more about the proposals alluded to herein—please contact Richard Sonnenmoser at rsonnen@nwmissouri.edu, or stop by 2880 Colden Hall.

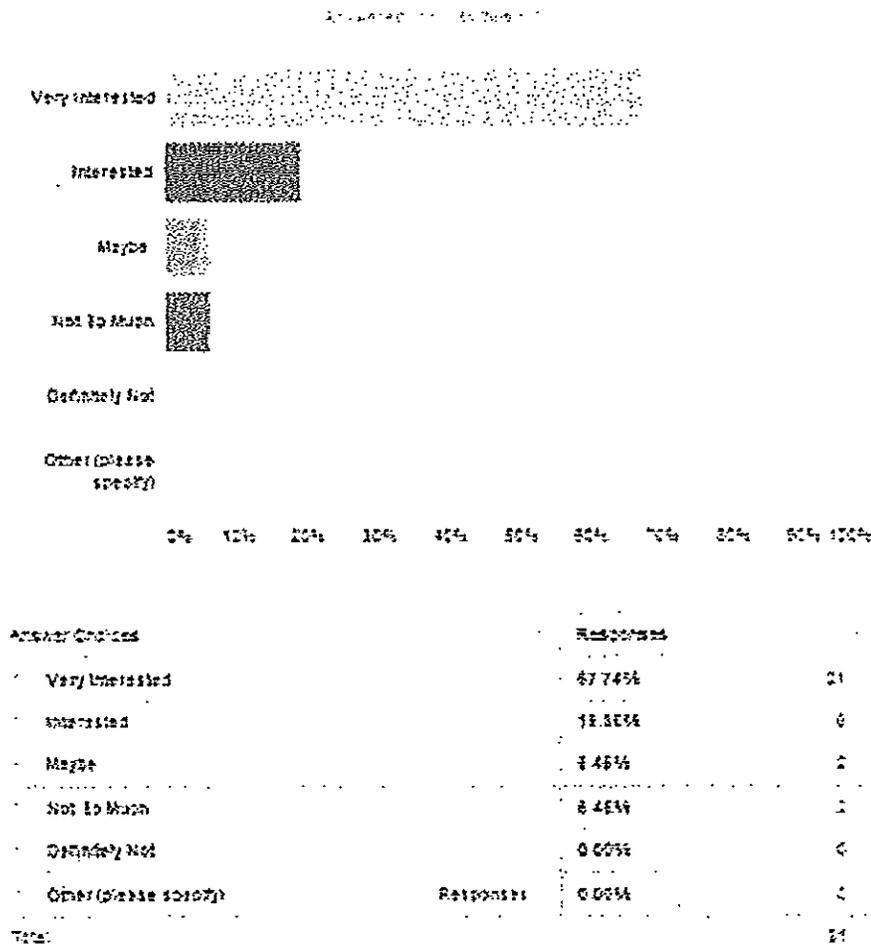
We need the results of the survey by Wednesday, August 26—so we appreciate you completing the survey right away. Thank you!

Best wishes,
Richard

Appendix B – student survey of student interest

The following results were screen-captured on September 1, 2015:

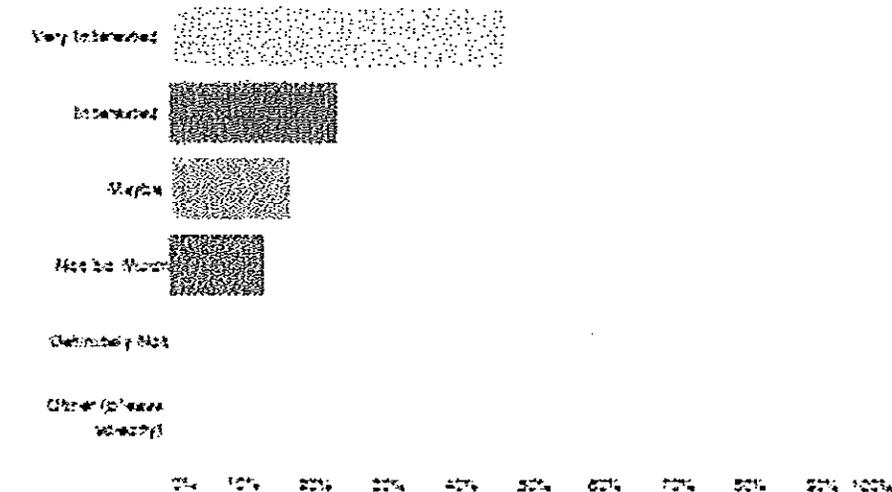
We're thinking about creating a new major: Writing. Required courses might include Intro to Creative Writing, a couple of the 200-level literature surveys, a linguistics or history of the English language course, and perhaps two new courses: Advanced Writing for the Professions and Writing and Rhetoric. Two emphasis areas would be possible in the new major: 1) Creative Writing and Publishing and 2) Professional Writing. Please rate your interest—if you were starting Day One at Northwest, with 0 credit hours earned—in a major in Writing.



Appendix B – student survey of student interest

If we create a Writing major, it will likely offer two emphasis areas: 1) Creative Writing and Publishing and 2) Professional Writing. Coursework in the Professional Writing emphasis would include Publications Skills, Writing for the Online Age, Writing for the Professions, a new course called Advanced Writing for the Professions, and the possibility of electives—such as Feature Writing in Mass Communications—from other departments at Northwest. Please rate your interest—if you were starting Day One at Northwest, with 0 credit hours earned—in pursuing a Writing major with an emphasis in Professional Writing.

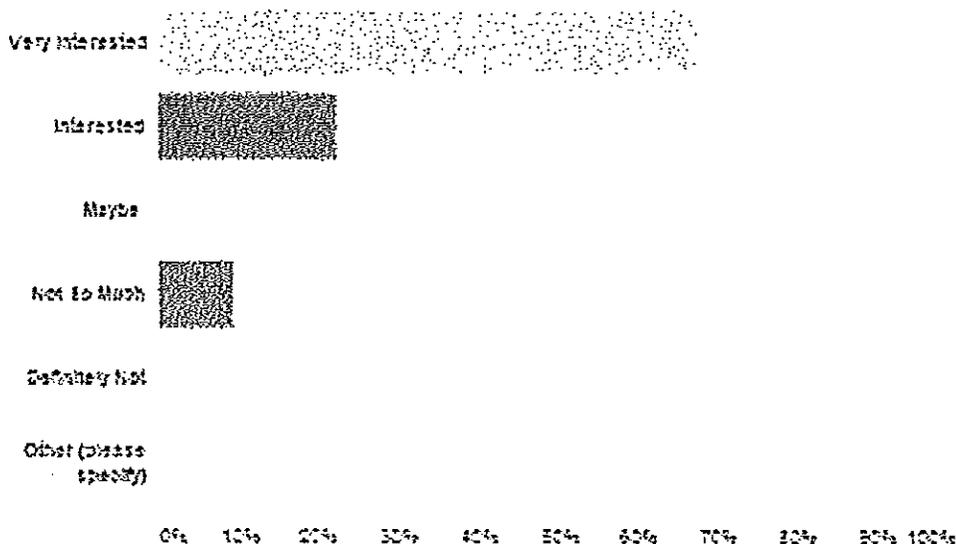
Figure 1. Student Interest



| Answer Choice | Percentage | Responses |
|------------------------|------------|-----------|
| Very Interested | 42.5% | 14 |
| Interested | 21.5% | 7 |
| Maybe | 14.5% | 5 |
| Not too Much | 11.5% | 4 |
| Definitely Not | 4.0% | 1 |
| Other (please specify) | 5.0% | 2 |
| Total | | 33 |

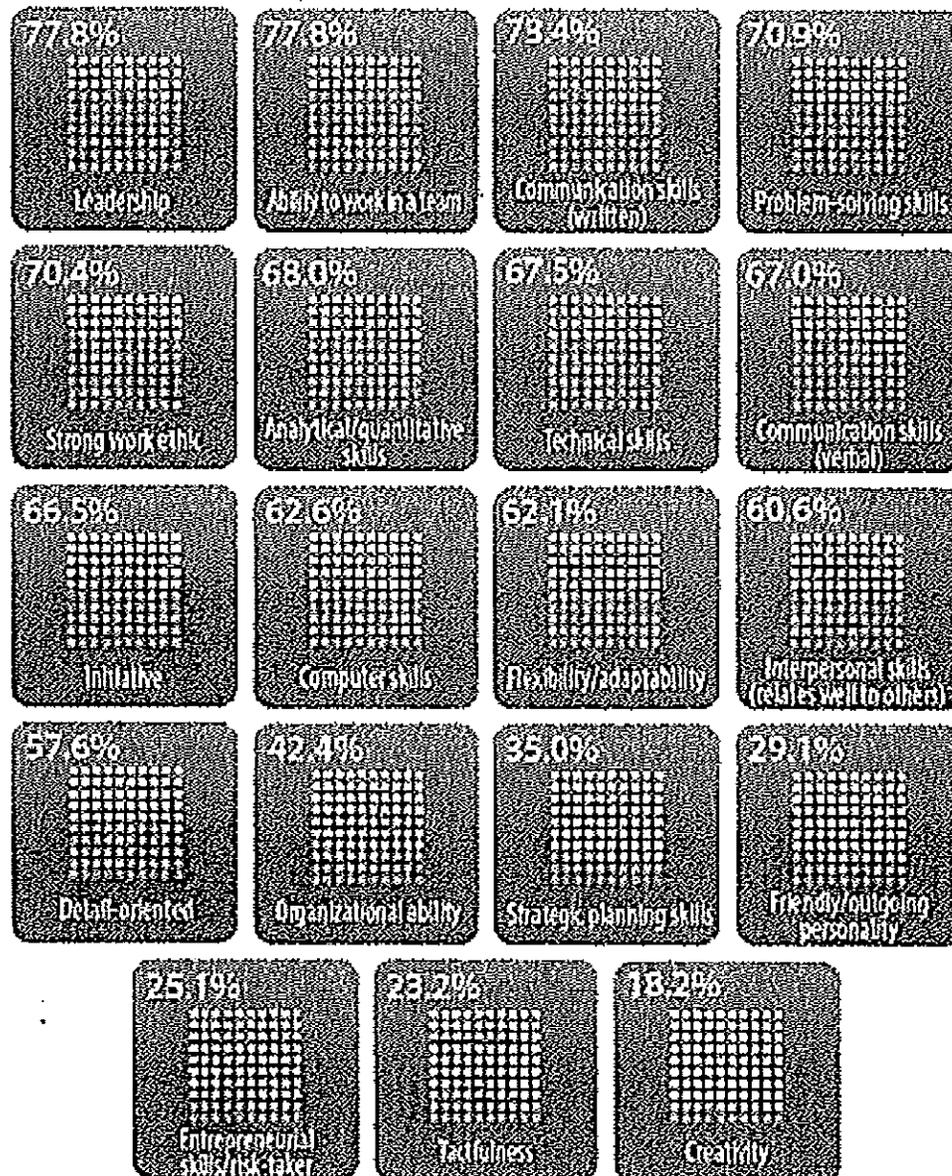
Appendix B – student survey of student interest

If we create a major in Writing, it will likely offer two emphasis areas: 1) Creative Writing and Publishing and 2) Professional Writing. Coursework in the Creative Writing and Publishing emphasis would include Introduction to Creative Writing, at least two literature surveys, and other courses. Please rate your interest—if you were starting Day One at Northwest, with 0 credit hours earned—in pursuing a Writing major with an emphasis in Creative Writing and Publishing.



| Answer Choices | Responses | Count |
|------------------------|-----------|-----------|
| Very Interested | 67.74% | 21 |
| Interested | 22.61% | 7 |
| Maybe | 0.00% | 0 |
| Not So Much | 8.81% | 3 |
| Definitely Not | 0.00% | 0 |
| Other (please specify) | 0.00% | 0 |
| Total | | 31 |

Figure 1: Attributes employers seek on a candidate's resume



Source: *Job Outlook 2015*, National Association of Colleges and Employers

Appendix D – ACT data showing prospective interest focused on writing

Appendix 4: ACT data provided by Dean of Enrollment Management

Query Criteria - Data Source: NORTHWEST MISSOURI STATE UNIV - Class of 2014

STATES: IOWA, KANSAS, MISSOURI, NEBRASKA

EDUCATIONAL MAJOR: American/English Literature, Asian Languages & Literatures, Classical/Ancient Languages & Literatures, Comparative Literature, Creative Writing, English Language & Literature, General, Foreign Languages/Literatures, General, French Language & Literature, German Language & Literature, Linguistics, Middle Eastern Languages & Literatures, Public Speaking, Spanish Language & Literature

Counts and ACT Composite Averages for Students Identified by Query Criteria

| | Total | | Your Yield | | Retention | |
|--|-------|------|------------|------|-----------|-----|
| | N | Avg | N | Avg | N | Avg |
| Students who sent scores to your institution | 22 | 24.8 | 7 | 25.3 | n/a | n/a |
| Students who did not send scores to your institution | 1031 | 25.1 | 3 | 27.0 | n/a | n/a |
| Total number of students | 1103 | 25.1 | 10 | 25.8 | n/a | n/a |

Counts and ACT Composite Averages by Educational Major for Students Identified by Query Criteria

| Code | Educational Major | Total | | Scores Rec'd | | Your Yield | | Retention | |
|------|---|-------|------|--------------|------|------------|------|-----------|-----|
| | | N | Avg | N | Avg | N | Avg | N | Avg |
| 592 | Creative Writing | 462 | 24.9 | 13 | 25.2 | 7 | 25.7 | n/a | n/a |
| 593 | English Language & Literature, General | 195 | 25.6 | 1 | 27.0 | 0 | | n/a | n/a |
| 591 | American/English Literature | 125 | 25.2 | 2 | 20.5 | 2 | 26.5 | n/a | n/a |
| 603 | Spanish Language & Literature | 60 | 24.6 | 1 | 27.0 | 0 | | n/a | n/a |
| 605 | Linguistics | 58 | 25.2 | 1 | 26.0 | 0 | | n/a | n/a |
| 600 | Foreign Languages/Literatures, General | 43 | 25.0 | 2 | 26.0 | 1 | 25.0 | n/a | n/a |
| 601 | Asian Languages & Literatures | 45 | 24.3 | 1 | 21.0 | 0 | | n/a | n/a |
| 604 | French Language & Literature | 34 | 24.9 | 0 | | 0 | | n/a | n/a |
| 605 | German Language & Literature | 23 | 25.1 | 0 | | 0 | | n/a | n/a |
| 593 | Public Speaking | 10 | 33.9 | 1 | 23.0 | 0 | | n/a | n/a |
| 602 | Classical/Ancient Languages & Literatures | 7 | 31.0 | 0 | | 0 | | n/a | n/a |
| 607 | Middle Eastern Languages & Literatures | 3 | 26.3 | 0 | | 0 | | n/a | n/a |
| 603 | Comparative Literature | 2 | 29.0 | 0 | | 0 | | n/a | n/a |