

0. Form NP -- New Program Proposal Form

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: BA in Writing

Degree/Certificate: Bachelor of Arts

Options: Creative Writing and Publishing

Delivery Site(s): Maryville Campus

CIP Classification: 231301 (Please provide a CIP code)

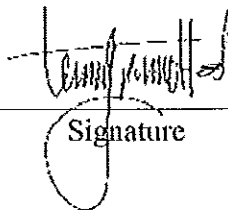
Implementation Date: Fall 2016

Cooperative Partners: n/a

Expected Date of First Graduation: Spring 2018

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>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>20</u>
<i>Part-time</i>	_____	_____	_____	_____	_____
<i>Total</i>	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>20</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?

Both a BA and BS in Writing are being proposed. The department proposal indicated a total enrollment so the calculation for student demand, and the cost/revenue later in the proposal take this into consideration.

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.

A. Market Demand:

National, state, regional, or local assessment of labor need for citizens with these skills
Statement from the Department of English and Modern Languages:
We believe that the new writing major will serve a similar set of industry needs as the B.S. in English; additionally, the more clear and obvious curricular emphasis on writing will also help students pursue careers in a still wider variety of fields. Recent graduates from the B.S. in English program have found success as communications coordinators with the Missouri Pharmacy Association, as

2. Need (Form SE - Student Enrollment Projections)

medical writers with Mosaic Lifecare in St. Joseph, Missouri, as marketing and public relations specialists and in a wide range of professions that require written communication skills, analytical skills, practice in interpretation and argumentation. The B.A./B.S. in Writing, similar to a degree in English, provides the substantial practice in writing, and in close and purposive reading, and in rhetoric and argument, that would benefit a student interested in professional schools in business or law. The emphasis in Professional Writing will be popular among students looking to M.B.A. or J.D. programs. We believe that the emphasis in Creative Writing and Publishing will lead to further study in creative writing (M.F.A. programs). In publishing (the six-week program at Columbia University in New York, for instance) and careers with literary agencies, trade publishers, and marketing and content delivery for the internet in a variety of industries.

Statement from the Northwest Director of Career Services:

Communication continuously ranks in the top skills employers seek when considering new candidates according to the National Association of Colleges and Employers (NACE) annual report. Until recent years, communication consistently sat at the very top of that list. According to the Bureau of Labor Statistics (BLS) the expected growth of jobs in "usual" career paths for English, communications, writers is projected to range from average to slightly faster than average (15%) over the course of the next ten years. Sixty-one percent of all jobs/internships currently listed in a nationally recognized database indicated an interest in candidates possessing the following key words: write, written, writing, communication.

Numerous workplace reports indicate employer dissatisfaction with the "soft skills" of today's emerging labor pools. Soft skills translate to the way employees relate to and interact with others. Communication is considered a soft skill. A program designed to prepare students/future employees to write thoughtfully, creatively and communicate well through the written word has potential. There is a constant shortage of good writers in every field, from business to government and skills in these areas could serve our graduates well in their careers beyond Northwest.

It is my experience that employers do not always recognize the uniqueness and potential value of a candidate's academic preparation through the name of an academic program. In addition, students/new graduates don't always understand their own skills and attributes. The result show a disconnect in the recruiting/application process. I would suggest that, should this program move forward, the faculty and Career Services collaboratively craft a program "descriptor" for use on candidate's resume to draw the attention of employers. I support the proposed B.A./B.S. in Writing. Joan M. Schneider Director, Career Services 9/21/15

B. Societal Need:

- i. General needs which are not directly related to employment

2. Need (Form SE - Student Enrollment Projections)

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 Zakariah, 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?

The other 4-year programs focussed on writing are Fine Arts degrees (Truman University and the University of Missouri - St. Louis. There is also a Technical Communication degree offered at Missouri University of Science and Technology. We seek to serve students that would not enroll at these institutions as well as attract students to Northwest that see how a general Bachelor of Arts degree in writing allows them to explore the many varieties of writing study without specializing in a fine arts or technical background.

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.)

BA includes 9 cr. of modern language

D. Major requirements: Total credits: 36

Writing Major, emphasis in Creative Writing and Publishing, 33 hours: B.A.-Minor Required

I. Writing Core: 15

- 10-210 Introduction to Creative Writing 3
10-403 Studies in Language 3
OR 10-503 Language and Linguistics 3
10-203 Writing and Rhetoric 3
10-315 Writing for the Professions 3
10-410 Professional Portfolio Preparation 3
OR 10-405 Senior Seminar 3

II. Modern and Contemporary Literature

At least ONE course from the following: 3

- 10-234 American Literature: 1865 to the Present 3
10-246 English Literature: Romantics to the Present 3
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

III. Literary Traditions

At least ONE course from the following: 3

- 10-233 American Literature: Beginnings to 1865 3
10-245 English Literature: Beowulf through the 18th Century 3
10-305 The Literary Critic's Craft 3

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

- 10-331 The Bible and Literature 3
- 10-343 Survey of Women's Literature 3
- 10-372 Introduction to Shakespeare 3
- 10-520 Studies in Early British Literature 3
- 10-590 Young Adult Literature 3

IV. Creative Writing and Publishing Emphasis

At least ONE of the courses from the following: 3

- 10-425 Knacktive 3
- 10-495 Internship in Writing and Research 3
- 10-512 Publications Skills 3

At least THREE courses from the following: 9

- 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
- 10-560 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 or 10-410 Professional Portfolio Preparation will serve 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 the BA in Writing program.

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

Students who wish to study the practice and profession of writers and apply that in their personal and professional lives upon program completion would be interested in a degree in Writing.

Faculty Characteristics

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

Three courses have been added to the curriculum, and two removed, to offer the BA/BS in writing programs as well as the Creative Writing emphasis to the BA in English. Faculty with degrees in English, Writing, Linguistics, and Literature will support this program.

- 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.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

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

At the five year mark we seek to have 20 students enrolled in the BA in Writing program.

- 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.
6-7 per year at three years, 10 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 Education assessment exam. Expectation is that students majoring in Writing will be similar.
- 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.
Our expectation is that students majoring in Writing will have a better chance at aligning a profession with that specific skill set.
- 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.

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

There are no plans for program accreditation. When a program is reviewed every five years this specific question is raised and the discipline faculty will re-evaluate the availability of accreditation and then the suitability for this program.

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 Writing and 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 leadership of the institution challenged the academic disciplines and faculty to consider how well-aligned their programs were to professional experiences. Previous program reviews and placement reports of graduates shows that many would feel that a degree in English as not as well-aligned with a specific career goal, outside of graduate studies. The Department of English and Modern Languages surveyed their coursework, faculty expertise, and state landscape and have proposed this new program. While a BA in English is still a viable program option, the BS in English will be discontinued to provide for the attention to this degree and its alignment with professional expectations.

It is not realistic that students will complete an undergraduate degree and obtain a job with the title of "writer," but it is more possible for job applicants to show their background is more closer tied to job expectations that include writing.

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)
<p>Degree Programs</p>	<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</p> <ul style="list-style-type: none"> 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>II. 10-305: Literary Critic's Craft 3</p> <p>III. Modern and Contemporary Literature At least ONE course from the following: 3</p> <ul style="list-style-type: none"> 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>IV. Literary Traditions At least ONE course from the following: 3</p> <ul style="list-style-type: none"> 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>V. Creative Writing Emphasis At least THREE courses from the following: 9</p> <ul style="list-style-type: none"> 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>*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/WF9VLLP>

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.

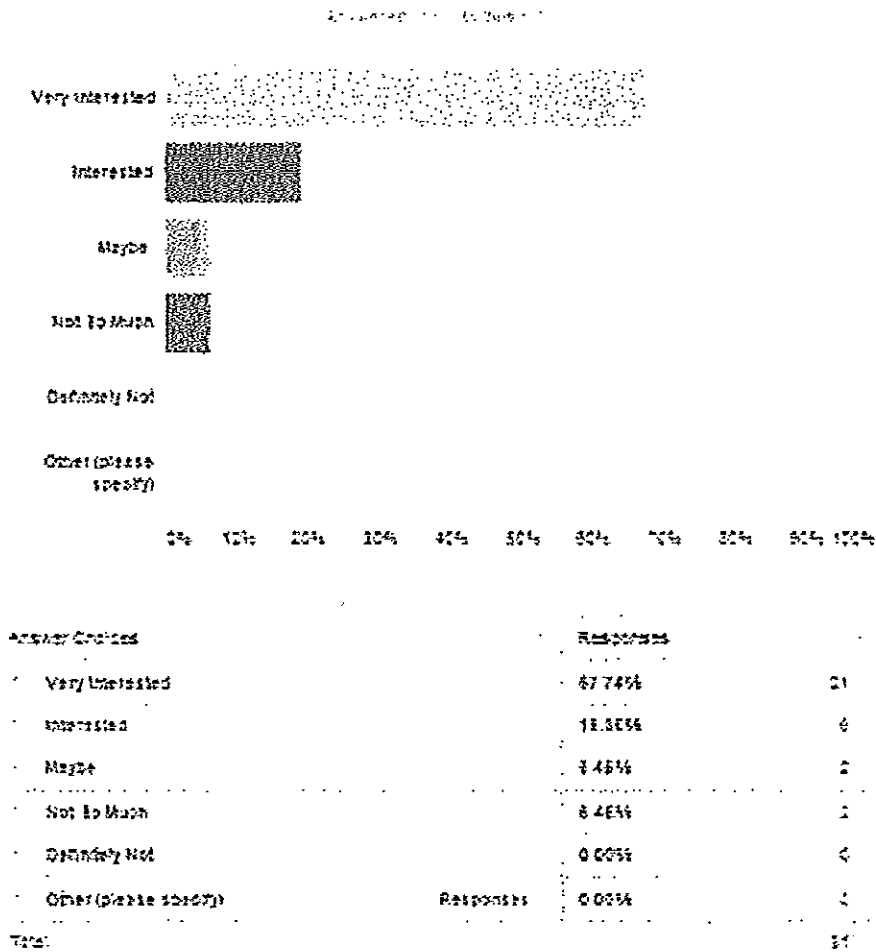
We need the results of the survey by Wednesday, August 26—so we appreciate you completing the survey right away. Thank you!

Best wishes,
Richard

Appendix B – student survey of student interest

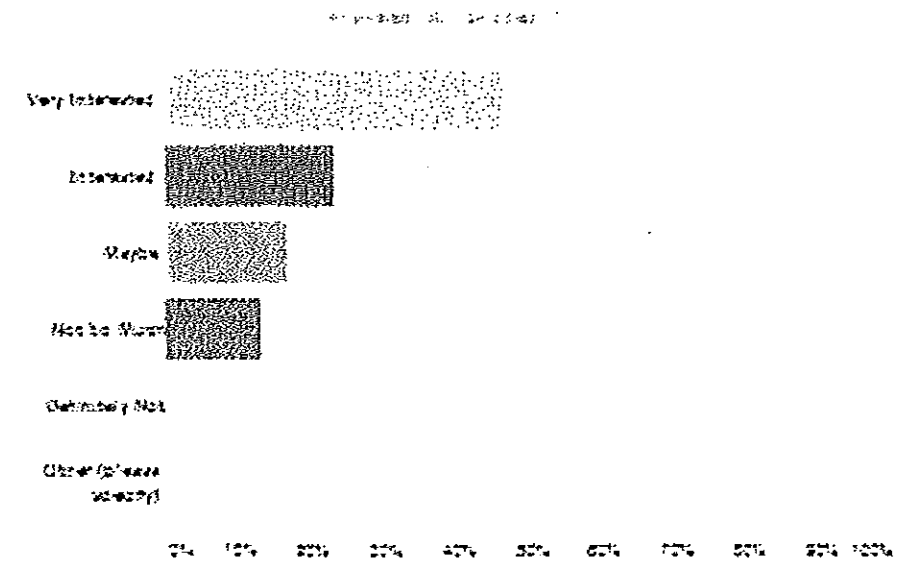
The following results were screen-captured on September 1, 2015:

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.



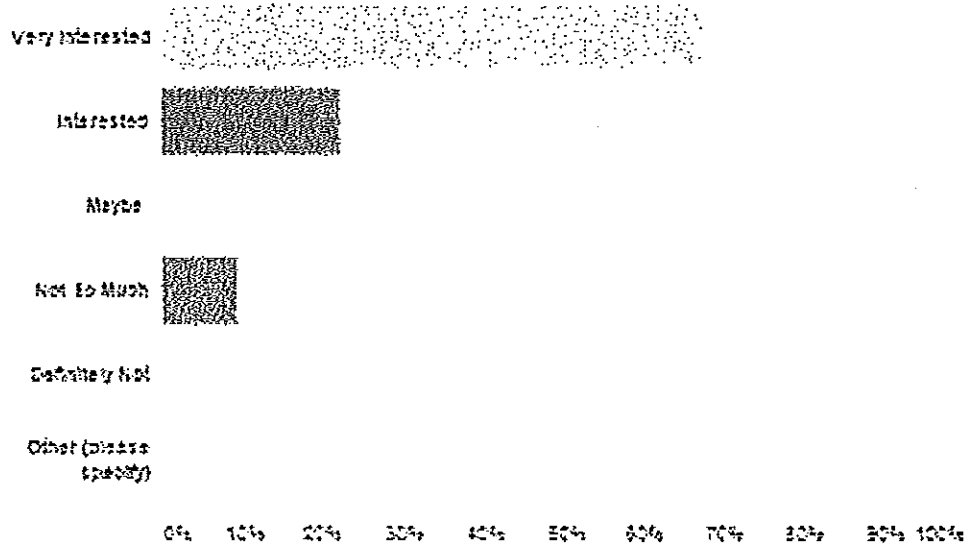
Answer Choice	Response	Count
Very Interested	41.57%	14
Interested	21.13%	7
Maybe	14.29%	5
Not So Much	13.91%	4
Definitely Not	0.00%	0
Other (please specify)	0.80%	3

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Appendix B – student survey of student interest

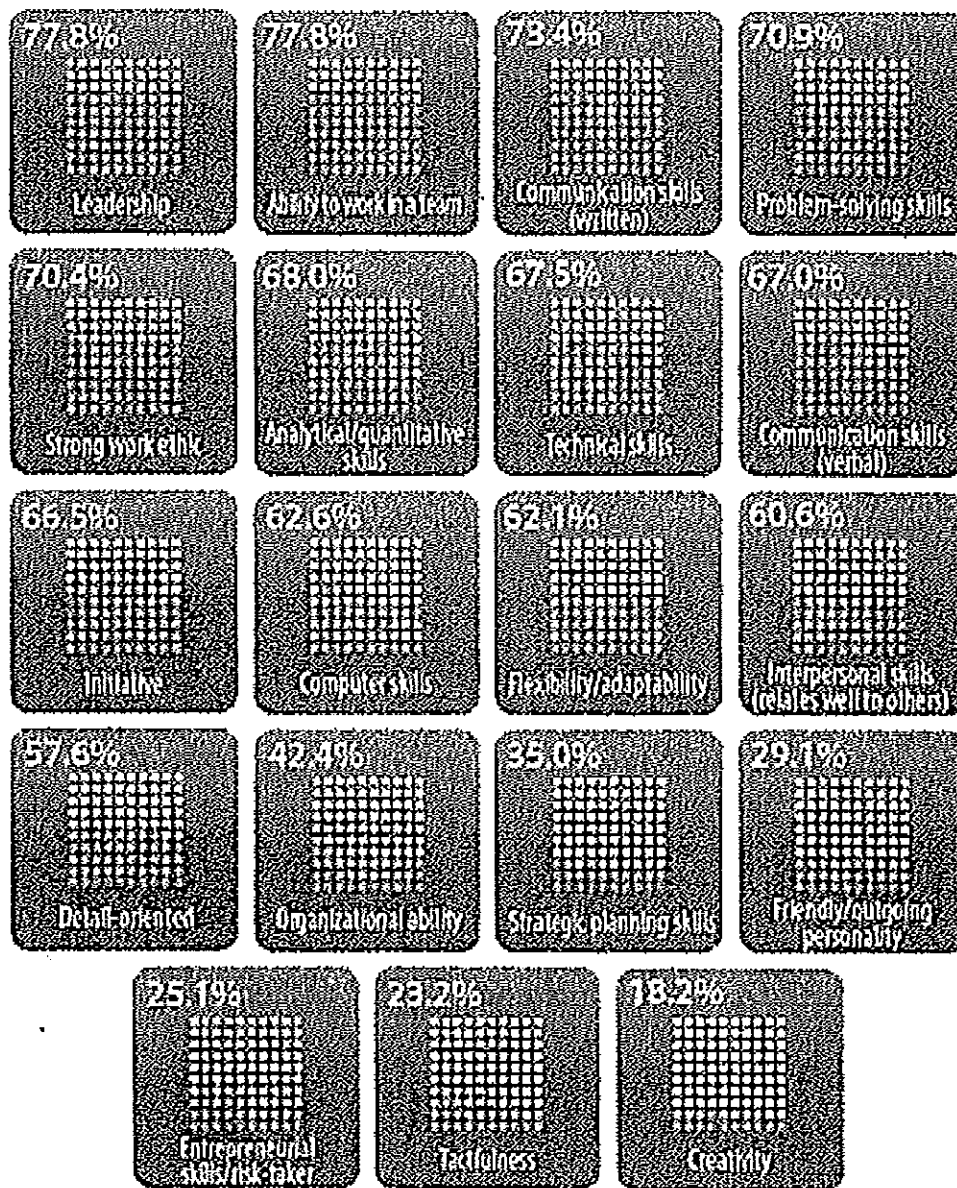
If we create a major in Writing, it will likely offer two emphasis areas: 1) Creative Writing and Publishing and 2) Professional Writing. Coursework in the Creative Writing and Publishing emphasis would include Introduction to Creative Writing, at least two literature surveys, and other courses. Please 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.

Answers: 21 Responses



Answer Choices	Responses	Percentage
Very interested	14	67.4%
Interested	5	22.8%
Maybe	0	0.0%
Not So Much	1	5.8%
Definitely Not	0	0.0%
Other (please specify)	0	0.0%
Total	21	

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 ST 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 Received		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	90	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
591	Asian Languages & Literatures	46	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	23.9	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