

**Proposal for a New Academic Program**

**Institution: Western Oregon University**

**College/School: College of Liberal Arts and Sciences**

**Department/Program Name: English**

**Degree and Program Title: (Minor) English Studies**

1. **Program Description**
2. Proposed Classification of Instructional Programs (CIP) number.
3. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The English Department has spent two years reviewing assessment data from our senior capstone, 30/60/90 data, numbers of majors/minors, national trends in the discipline, and other sources.  We are submitting a large program change to update our literature offerings, restructure the major to meet the new requirements, add a new, more general English Studies concentration & minor, include new general education offerings, and other more minor tweaks.  This new minor, to go along with the new concentration, allows students to mix English fields rather than focus on just one (current minors: Linguistics, Literature, Writing).

1. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

**English Studies minor (24 credits)**    Note:  may not be combined with a major in any English Studies concentration

Two lower- or upper-division courses from English Studies fields (8)  
Four upper-division courses from English Studies fields (16)

Students planning any English area minor need to be aware of prerequisites for upper-division courses.  Planning with an advisor is essential.

(Department mission for all majors/minors: Provides personalized learning opportunities leading to advanced studies or a variety of careers including teaching, writing, editing, linguistics and literature. The various programs help students develop a broad knowledge of literature, language and writing to foster analytical and critical skills. Students encounter new ideas; appreciate aesthetic and practical language; become impassioned readers, writers and thinkers; and gain perspectives in assimilating and evaluating their new experiences.)

1. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

Primary location is main campus WOU; occasionally, courses may be offered at the Salem site and/or online.

1. Adequacy and quality of faculty delivering the program.

Current faculty who deliver courses for the specialty minors (and concentrations) will deliver the same courses for use in this minor. No different courses for new minor, just how they are combined will change.

1. Adequacy of faculty resources – full-time, part-time, adjunct.

Current faculty and offerings are adequate to deliver the minor.

1. Other staff. N/A
2. Adequacy of facilities, library, and other resources.

Current resources are adequate.

1. Anticipated start date.

Fall 2019

1. **Relationship to Mission and Goals**
2. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.
3. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.
4. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:
5. improve educational attainment in the region and state;
6. respond effectively to social, economic, and environmental challenges and opportunities; and
7. address civic and cultural demands of citizenship.

We anticipate that some students will migrate to this minor because it allows them the freedom to mix English areas in a way that suits their goals; for example, a writer may indeed opt for a Writing minor, but the English Studies minor would allow them to include a linguistics course in grammar as well. While minors are no longer required, the ability to ‘mix and match’ in this minor might assist students to graduate with a secondary field that is attested on their transcript. Because there are no specific courses required (though students need to build in needed pre-requisites), students can also utilize transfer coursework more easily. English courses build a student’s facility with critical analysis, communication, and close reading, skills which transfer to a variety of career fields.

1. **Accreditation – only general university accreditation is relevant to this minor.**
2. **Need**
3. Anticipated fall term headcount and FTE enrollment over each of the next five years.
4. Expected degrees/certificates produced over the next five years.
5. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).
6. Evidence of market demand.
7. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
8. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Because WOU has discontinued mandatory minors, it is difficult to anticipate enrollments and FTE. However, because majors and minors in our department take the same courses, we will not need to add new courses to our lineup or engage additional faculty in order to offer this minor. Our portfolio assessment reviews and our recent outside program reviewer both attest to the desirability of offering major/minor options which combine our three English fields.

1. **Outcomes and Quality Assessment**
2. Expected learning outcomes of the program.

Learning Outcomes

1. Develop a broad grasp of the linguistic, literary, and rhetorical components of English as a field of study.
2. Analyze how varied uses of the English language have contributed to American and global cultures.
3. Apply theories and research methods as appropriate to analyze and produce texts for a variety of purposes.
4. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

We assess the whole English program via a senior portfolio on a yearly basis.

1. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

This minor uses current English area faculty, and tenure/post-tenure review happens on a regular basis.

1. **Program Integration and Collaboration**
2. Closely related programs in this or other Oregon colleges and universities.
3. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
4. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
5. Potential impacts on other programs.

The WOU English program is unique among the public institutions in Oregon in that it combines literature, linguistics, and writing in one program. Therefore, we are in a singular position to provide this intra-disciplinary yet cross-disciplinary minor.