



July 10, 2019

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

McDaniel College is submitting New Program Proposals for eight undergraduate Bachelor of Arts programs. All programs were approved by the McDaniel College faculty during the spring semester and the Board of Trustees at their May meeting.

The programs are as follows:

- Actuarial Science
- Applied Mathematics
- Biochemistry
- Biomedical
- Criminal Justice
- Health Sciences
- Marketing
- Writing and Publishing

The complete proposals have been sent under separate cover in addition to the checks for each program proposal.

Thank you for your consideration and we look forward to hearing from you.

Sincerely,

Julia Jasken, Ph.D.
Executive Vice President/Provost



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (<i>fully online</i>)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Roger N. Cuy</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 12/2018



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	McDaniel College
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|--|
| <input checked="" type="radio"/> New Academic Program
<input type="radio"/> New Area of Concentration
<input type="radio"/> New Degree Level Approval
<input type="radio"/> New Stand-Alone Certificate
<input type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program
<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Offer Program at Regional Higher Education Center |
|--|--|

Payment <input checked="" type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input checked="" type="radio"/> Check	Payment Amount: \$850.00	Date Submitted: 8/13/2019
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Department Proposing Program	English		
Degree Level and Degree Type	Undergraduate, Bachelor of Arts		
Title of Proposed Program	Writing and Publishing		
Total Number of Credits	128		
Suggested Codes	HEGIS: 15.07	CIP: 9.1001	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: http://catalog.mcdaniel.edu		

Preferred Contact for this Proposal	Name: Wendy Morris
	Title: Dean of the Faculty
	Phone: (410) 857-2521
	Email: wmorris@mcdaniel.edu

President/Chief Executive	Type Name: Roger Casey
	Signature: Date: 08/20/2019
	Date of Approval/Endorsement by Governing Board: 05/11/2019

Revised 12/2018

Writing and Publishing - MHEC Proposal

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Institutional Mission

McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.

McDaniel College proposes a major in Writing & Publishing, reflecting our core values of offering flexible academic programs that embody the liberal arts. The proposed major supports the development of students' creative potential and attends to their interests in writing, editing, and publishing as professions without leaving behind the humanistic study of language and literature. As a B.A. degree program rather than a BFA or pre-professional degree program, this course of study links professional, digital, and creative writing to the core of the liberal arts, rhetoric, one of the classical *trivium*.

The major reflects the College's commitment to collaboration and experiential learning by integrating workshop and internships with reflective practice. Students will have ready opportunities to "develop their unique potentials" by exploring varied forms of writing, developing the imagination, and making reasoned choices when composing and circulating texts. The program's built-in flexibility not only allows students to pursue interests that emerge as they learn about the creation and circulation of texts but also deconstructs false binaries between personal, professional, civic, and creative concerns. The law and the environmental sciences need storytellers; poets need websites; websites need poetry; and creative writing is hosted, remixed, and remade on the web.

The program's courses and areas of emphasis are not new to McDaniel College. Indeed, we have long viewed this area of study and production as important to our mission. The proposed major aims to make it clearer to students how to declare a major that helps them pursue these goals, giving students a formal structure on which they can depend and making the path more visible.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Strategic Vision

Sustained by the transformative power of the liberal arts, we will enhance McDaniel's reputation and strengthen our resources by increasing our focus on the unique potentials of individuals. We will challenge all students academically in a supportive environment of genuine care and graduate an increasing number of diverse, successful, and engaged alumni.

Our Goal of Excellence with Genuine Care: *We will attract, retain, and graduate more students by providing a challenging education that develops students' abilities and ambitions, ignites their passions, and prepares them for successful twenty-first century careers.*

It is our intention that the proposed will ignite students' passions as they prepare for successful 21st century careers while receiving a liberal arts education. Furthermore, the major fulfills the commitment that all undergraduates will complete more than one experiential learning opportunity. The major requires students to complete an internship or other experiential opportunity related to writing, editing, and publishing. The major also recognizes that students, families, and employers are asking colleges and universities to make clearer to all stakeholders what our graduates have learned and how they can capitalize on that learning in civic and professional realms.

This area of study has been an institutional priority for fifteen years, since the College first devoted additional resources to hire English Department faculty in the fields of rhetoric and writing. When student interest proved robust, additional resources were devoted to a hire in digital composing. For more than a decade, therefore, McDaniel College has offered courses that a student can—with foresight and careful planning—configure into something resembling this major. The proposed program builds, then, on existing strengths, largely by configuring existing strengths and creating a clearer path. Creating a formal major will give students greater certainty about the nature of the program rather than granting access only to those who already know where to look for certain courses.

Providing this clarity to current and prospective students, as well as to their families, aligns with McDaniel College's emphasis on meeting the needs of first-generation college students. As has been observed by economists and sociologists, students who are first-in-family to attend college, and students from disadvantaged economic backgrounds, may feel less comfortable choosing a major in a field such as English, Philosophy, or History, due to difficulty tracing the career path forward from the B.A. But abandoning these students is not the answer. Indeed, failing to create paths that connect the liberal arts and humanistic study to their interests and skills, and to possible careers, may leave them to choose majors that do not suit them well or that will, in the end, be less lucrative. Our approach, instead, is to highlight the path.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The McDaniel College English department will offer all courses required for the major in regular rotation, taught by full-time faculty. (Scriptwriting, a welcomed addition, is taught by a full-time member of another department and offered in regular rotation as well.) The McDaniel English department faculty consists of both literature and composition/rhetoric specialists. FT faculty can staff the major for the first five years, and perhaps beyond.

The strategic enrollment plan (SEP) for this program involved careful collaboration with our VP of Admissions, the Provost, and faculty members who will teach in this major. Based on discussions with these faculty, the VP of Admissions worked with the Provost to determine the investments needed. This major was developed assuming that the program could continue to

be sustained through existing institutional resources, but with plans for increased investments needed with the assumption of program growth (described Section L, Table 2). Assuming the projected enrollment growth materializes, the institution is committed to hiring an additional full-time faculty member for each additional 15 students who enroll in this major and increasing the departmental budget proportionately as enrollment increases.

4. Provide a description of the institution's a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The institution is committed to supporting the needs of this new program fully and can launch the program immediately using already existing institutional resources.

Administrative support will be provided by the administrative assistant for the English Department. Should enrollment in the program increase to the point of requiring additional resources, our Strategic Enrollment Plan (SEP) describes our plans and timeline for supporting increasing needs for infrastructure and new faculty (see section L, Table 2). Any technical needs described in the SEP (physical infrastructure, hardware, or software) will be incorporated into our annual budgeting process.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Given the demand for this program (as described below in section C), the institution is committed to offering this program for the foreseeable future. However, should there come a time when the institution decides to inactive this program, a multi-year plan would be developed to continue offering the required courses to any enrolled students such that they would be guaranteed to graduate with their intended major.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

We live in a world where text-production and circulation is more ubiquitous, more rapid, and more complex than ever before. Even small businesses find that their websites are hungry for ever-new content and that their customers expect increasingly sophisticated communications. The Baltimore-Washington region, in particular, is home to a large number of NGOs, trade organizations, and government agencies that rely on writers who can create, edit, and manage a publication pipeline. Strong writers with digitally literate content-creation skills are needed.

Although the English major at McDaniel College permits students to take courses that prepare them for such careers, the path is not sufficiently visible to enough students, their families, and their future employers. Moreover, as noted in our focus groups with writers from other majors, the English major did not feel tailored to their needs. Those who complete majors in Writing & Publishing plus a major/minor in a business or technical field will serve the state/regional needs for technical writers and for writers who can work with SMEs (subject matter experts). The Maryland/DC/Virginia region has

a consistent need for employees with those skills. Finally, employers seeking graduates who can generate digital content very frequently advertise those jobs in the computer/IT area, presuming that if the content will circulate in a digital space, only those with computer science backgrounds can create it. This is not an accurate perception. It does not make the best use of those with computer science backgrounds, nor does it leverage the skills of graduates most capable of creating engaging content.

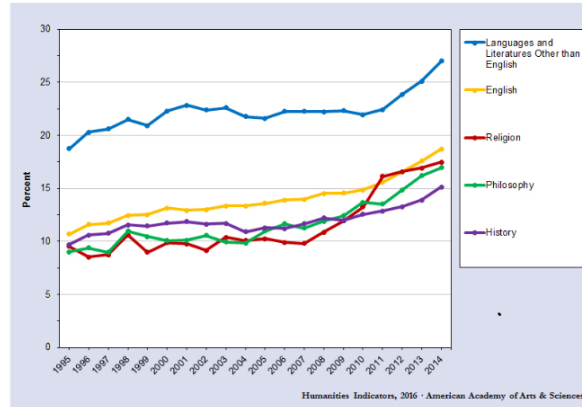
b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
The major in Writing and Publishing, by connecting humanities more deliberately with careers, and by clarifying the pathway by which a student can pursue certain interests and aims, expands educational opportunities and choices for students from diverse backgrounds. There are meaningful careers for writers and editors in a diverse array of corporate, creative, nonprofit, and government settings. It is deeply problematic, from a society perspective, when students of color and from other minority backgrounds are not represented in such fields.

As alluded to above, economists and sociologists observe that race, economics, and family socioeconomic status play a role in choice of major. It is not hard to see why a student who cannot count on social privilege and family economic backing may feel uneasy choosing a major that will require some explaining to employers. The job market does not make it obvious to students the kinds of career paths students can successfully pursue after earning degrees in fields such as English and History. Students from disadvantaged backgrounds cannot be expected to figure out on their own what may feel like the black-box of the American corporate structures. As we observed previously, abandoning these students and leaving them out of what the liberal arts, in general, and humanities and fine arts, in particular, offer is not the answer. Doing so leaves talented students out from the advantages conferred by certain courses of study.

It is generally recognized that students are more likely to persist to degree when they are satisfied with their majors and, conversely, more likely to drop out when they are not. Dropout rates among low-income and minority students are significantly higher than those of students from more privileged backgrounds, and dropping out of college has perhaps more serious economic consequences for them, not only leaving them with educational debt but also leaving them out of the economic advantages a degree can confer. All agree that satisfaction with one's academic major derives from a complex mix of factors, but scholars have found that congruence between the major and a student's abilities and interests is an important predictor of satisfaction and GPA, which in turn predict persistence and a sense of self-efficacy. We believe the proposed major will allow students to choose a major that they find satisfying and to see how that major leads in a direction they want to pursue. Finally, the major we propose ensures that however students understand their writing interests, their coursework and experiential learning will connect to the concerns of the workplace.

Though the percentage of students of color who study the humanities has been growing, it still falls well below 30%. This program will serve to uniquely address this challenge; because the major itself remains grounded in the liberal arts and the studies of rhetoric and literature, but intersects that with experiential and applied learning in a clearly defined pathway, we believe our students of color will find the program especially compelling.

Percentage of Undergraduate Degrees Awarded to Nonwhite Students in Humanities



This is important because a lack of diversity is a problem across all genres and industries within writing and publishing.

The Cooperative Children's Book Center's statistics show that in 2016, Black, Latinx, and First/Native Nations authors, all combined, wrote only six percent of new children's books that were published. Leah and Bea Kosch conducted a survey for The Ripped Bodice that shows that for every 100 books that were published by leading romance publishers in 2016, just 7.8 were written by people of color. Half of the publishers surveyed had fewer than five percent of their books written by people of color. A Lee & Low study looked at the demographics of the publishing industry itself, finding that 79 percent identified as Caucasian. And according to the Bureau of Labor Statistics, only 5.4% of author and writers are black, 4.0% Asian, and 4.5% Hispanic or Latino (<https://www.bls.gov/cps/cpsaat11.htm>). This is not just a problem for young men and women of color interested in writing and editing; it is a problem for the industry itself.

McDaniel's major in Writing and Publishing will prepare our graduates to enter the publishing workforce, and because our student body is highly diverse (the Fall 2019 entering class at McDaniel College is 34.6% African American, 7% Hispanic, and 5.7% two or more races), it will equip our students of color to not just be successful professionals, but challenge and change an industry that needs more diverse voices.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

N/A

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Strategy 6: Improve the student experience by providing better options and services that

are designed to facilitate prompt completion of degree requirements.

The major itself prioritizes this strategy by providing a clearer path to graduation for students with strong interest in careers related to writing, editing, and content creation—rather than requiring them to cobble together a program of study from a major and a minor or struggle to find any major that reflects their interests. Additionally, the program has innate flexibility rather than a tracked approach, saving students from duplicative effort if their interests develop along new lines as they gain more exposure to various types of composing. Our capstone is designed to ensure that courses taken earlier in the major have continued relevance, even as students' interests, and their awareness of writing as a professional field, evolves.

Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

This strategy is manifest in the proposed program, the structure of which integrates career-related planning by requiring experiential learning as well as workplace communication. Additionally, a two-step capstone sequence guides students through development of a writing portfolio that students construct with personal and career goals in mind.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

As Strategy 8 states, “the contemporary workplace is changing rapidly, and long-held beliefs about academic majors, career paths, and the connections between them have been transformed. More than ever, employers seek employees who have the flexibility to understand changing conditions and solve emerging problems. Technical knowledge is not enough.” By housing a program that prepares students with industry-specific knowledge but does so in an interdisciplinary way with a liberal arts core, our graduates will be uniquely positioned to impact the workforce. But the education is not enough. Direct relationship development with businesses will be essential. To accomplish this, we will follow our already established models through the Center for Experience and Opportunity and our academic departments, such as interview days, undergraduate research, support for internships, and panels of local professionals (<https://www.mcdaniel.edu/information/headlines/news-at-mcdaniel/archive/interviewing-day-at-mcdaniel-jobs-internships-and-career-contacts>). These relationships will provide students direct access to employers while giving employers an opportunity to provide feedback on the program.

The proposed major builds on partnerships the college has been building with local business and nonprofits. The program will allow for new and more robust partnerships through a better understanding of the preparation of students seeking placements, permitting better alignment of skills and needs and clarifying expectations to maximize the student's learning gains.

Strategy 11: Encourage a culture of risk-taking and experimentation.

Writing has always required risk-taking. The major, by ensuring ample opportunity for students to collaborate in writing workshops and in the later capstone experiences, structurally supports a culture of experimentation and response to feedback. In a manner, each draft of a composing project—whether mainly digital or alphabetic in mode—represents a prototype that will need “beta testing” and will undergo modification. Further to this end, our department's digital

courses encourage experimentation with technologies used in composing and with the ways technology remakes composing. Giving students ample experience with giving, receiving, and using feedback to improve work products allows them to gain comfort with risk taking and experimentation and to grow as creators and developers in ways that supports their entry to professions that require writers, editors, and project managers to work in teams.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

According to Department of Labor statistics, writer/author jobs were distributed as follows:

Self-employed workers	64%
Professional, scientific, and technical services	10
Information	10
Religious, grantmaking, civic, professional, and similar organizations	4
Performing arts, spectator sports, and related industries	3

Editing jobs were distributed as follows:

Newspaper, periodical, book, and directory publishers	39%
Self-employed workers	20
Religious, grantmaking, civic, professional, and similar organizations	8
Professional, scientific, and technical services	7
Other information services	6

Graduates of the McDaniel program will have a strong experiential and applied learning component that will prepare them for entry-level jobs in the publishing industry. Along with the major's curriculum, McDaniel's financial wellness support, offered to all students through the financial aid office, will help graduates interested in being a self-supporting writer to understand the impact of financial decisions to give them greater freedom in pursuing their work.

Additionally, The National Association of Colleges and Employers indicates that degrees in Communications are in-demand by prospective employers. With its focus on writing, editorial and digital practice, our graduates will be ready to contribute to the communications industry in a variety of ways.

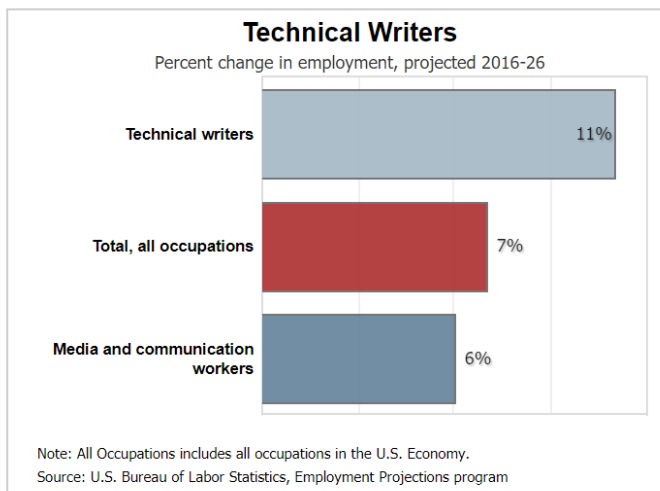
FIGURE 14

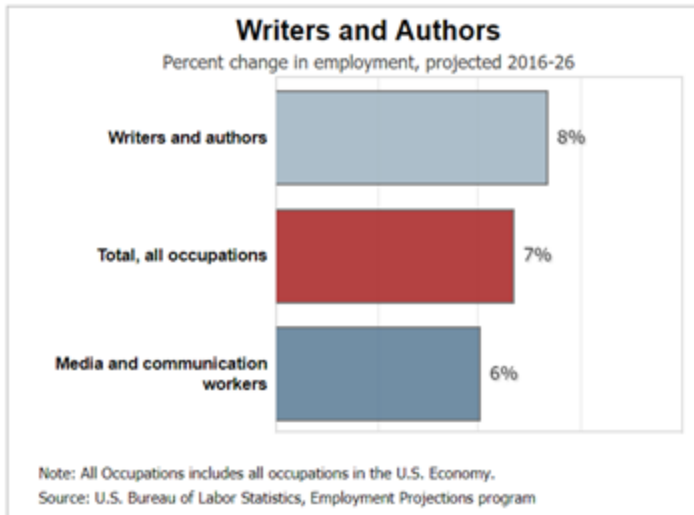
Top Degrees in Demand, by Broad Category

Broad Category	Number of Respondents That Will Hire	% of Total Respondents (N=101)
Business	84	83.2%
Engineering	83	82.2%
Computer & Information Sciences	63	62.4%
Math & Sciences	35	34.7%
Communications	19	18.8%
Social Sciences	21	20.8%
Humanities	6	5.9%
Agriculture & Natural Resources	6	5.9%
Healthcare	5	5.0%
Education	1	1.0%

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

According to the Bureau of Labor Statistics, employment of editors is projected to show little or no change from 2016 to 2026. Employment of writers and authors is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Employment of technical writers is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. All of these industries are ones our graduates will be prepared to enter.





The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

The location quotient for writers in the state of Maryland is 1.10. The location quotient for technical writers in the state of Maryland is 2.18.

It is also worth noting that McDaniel's location is beneficial, as the Washington-Arlington-Alexandria, DC-VA-MD-WV is the metropolitan area with the third highest employment level for writers.

Metropolitan areas with the highest employment level in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	7,490	0.79	2.53	\$42.59	\$88,580
Los Angeles-Long Beach-Anaheim, CA	4,680	0.76	2.45	\$52.73	\$109,690
Washington-Arlington-Alexandria, DC-VA-MD-WV	2,230	0.71	2.28	\$44.98	\$93,560
Chicago-Naperville-Elgin, IL-IN-WI	1,770	0.38	1.22	\$33.58	\$69,840
Boston-Cambridge-Nashua, MA-NH	1,320	0.48	1.53	\$33.38	\$69,420
San Francisco-Oakland-Hayward, CA	1,280	0.53	1.70	\$41.29	\$85,890
Seattle-Tacoma-Bellevue, WA	1,190	0.60	1.92	\$31.52	\$65,560
Minneapolis-St. Paul-Bloomington, MN-WI	950	0.49	1.56	\$32.77	\$68,160
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	930	0.33	1.05	\$30.47	\$63,380
Atlanta-Sandy Springs-Roswell, GA	820	0.31	0.98	\$30.45	\$63,330

Technical writers are also in high demand in this region with the District of Columbia, Maryland and Virginia being the three states with the highest concentration of jobs and location quotients in the technical writing field:

States with the highest concentration of jobs and location quotients in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	660	0.92	2.64	\$41.40	\$86,120
Maryland	2,000	0.75	2.15	\$38.52	\$80,130
Virginia	2,840	0.74	2.13	\$41.08	\$85,450
Massachusetts	2,420	0.68	1.95	\$43.09	\$89,630
Rhode Island	290	0.61	1.74	\$32.31	\$67,200

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Bureau of Labor Statistics indicates that the employment change for authors/writers between 2016-2026 will be 10,000 positions.

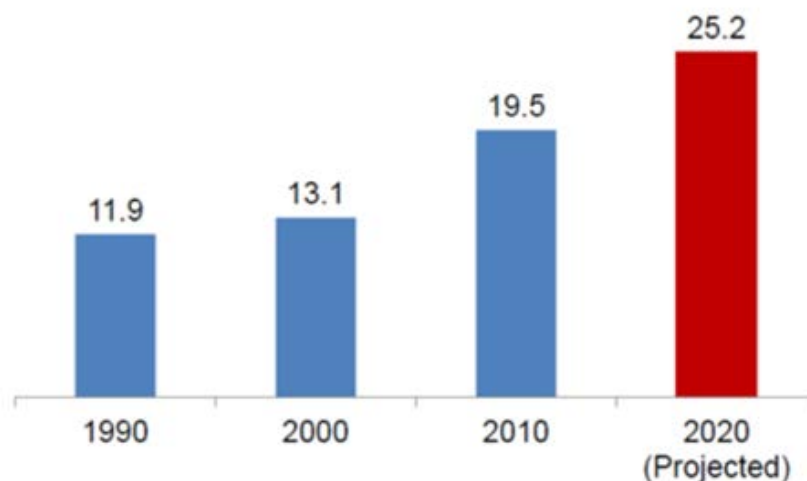
Summary

Quick Facts: Writers and Authors	
2018 Median Pay ?	\$62,170 per year \$29.89 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	Long-term on-the-job training
Number of Jobs, 2016 ?	131,200
Job Outlook, 2016-26 ?	8% (As fast as average)
Employment Change, 2016-26 ?	10,000

Additionally, the impact of the aging workforce will be felt in the writing and publishing field. Though specific vacancies in the field have not been projected, it is reasonable to assume that this field will not be exempt from this phenomenon.

Figure 1

Percent of the labor force 55 years & older



Source: Toossi, M. 2012. "Labor Force Projections to 2020: A More Slowly Growing Workforce." *Monthly Labor Review* (January, 2010–2020).

4. Provide data showing the current and projected supply of prospective graduates.

McDaniel's internal data reflects interest in English and Communication, the programs most similar to writing and editing. 4.4% of the deposited students for the Fall 2019 class (27 total students) express their primary program of interest as English or Communication. An additional 2.8% (18 students) indicate an interest in writing as a minor. These are students highly likely to have interest in the Writing and Editing major. An additional 80 students (13%) identify as Undecided and would be a group to introduce to the program.

Given our own internal interest and the number of college-bound students interested in writing and editing nationally (see section D.2 below), we project annual enrollment of no fewer than 5 students per year. Applying standard attrition patterns, we project a minimum of 4 graduates per year.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

According to the State Academic Program Inventory, found at https://mhec.state.md.us/institutions_training/Pages/searchmajor.aspx, and the degree trend data downloadable from the MHEC website (http://data.mhec.state.md.us/Trend_Aux/DTRENDS18.zip), we offer the following information on Maryland schools with similar undergraduate programs:

Institution	Program	Degrees Awarded				
		2014	2015	2016	2017	2018

Johns Hopkins University	Writing Seminars	57	55	58	52	50
Loyola University	Interdisciplinary Writing	11	8	3	6	9
Loyola University	Writing	9	5	4	6	10

The Writing Seminars at **Johns Hopkins University** have a decidedly different focus from that proposed at McDaniel College. The JHU program emphasizes fiction and poetry and requires at least five creative writing courses. Other than an occasional science journalism course, JHU does not offer courses in professional writing or digital communication as part of the major, nor does it seek to ground the course of study in rhetorical awareness. The core of the program is creative writing and literary aesthetics. Other required courses emphasize *belles lettres* and the humanities (four additional literature courses, two courses philosophy, and two in history), in contrast to the McDaniel program, which offers greater range in the digital and professional spheres. The program at Johns Hopkins is an enviable one for the 12% of applicants who successfully navigate the university’s nationally competitive admissions process. McDaniel College serves a different student body.

Loyola University is the only institution in Maryland that offers something comparable to our proposed major in Writing & Publishing. Loyola offers a 12-course writing major that does not require any specialization. It also offers an interdisciplinary writing major by which a student completes 8 writing courses and a similar number of courses in a separate major field. As a Jesuit institution, Loyola serves a specific population of students and requires several general education courses in theology as well as philosophy. This befits Loyola’s institutional mission. Given that McDaniel’s mission is nondenominational, our major does not require those courses.

Goucher College currently proposes a major in writing studies that shares much common ground with that proposed at McDaniel College. At Goucher, however, students are required to choose a track. Whereas McDaniel has devoted the past decade to building strength in a broad writing-studies model within its English Department, adding courses in digital composing, professional internship-based writing, and the study of rhetoric, Goucher has built a reputation in creative writing. Students in the McDaniel program would not need to choose a track, reflecting a departmental philosophy that our students are best served by the opportunity to “graze” the terrain and by our view that the creative and the professional spheres interpenetrate. Students in the Goucher program would choose between a creative or professional focus. Both approaches have merit, and each program serves a worthy, but different, goal. McDaniel offers significantly more opportunities to students in professional and digital composing, while Goucher offers more on the creative writing side. The McDaniel program requires all students to complete coursework in rhetoric and in editing.

2. Provide justification for the proposed program.

According to the College Board Student Search Service, a data pool that covers nearly 90 percent of all college-bound students, out of the students planning to enroll in college in fall 2019, 6,446 indicated an intended major of “Humanities/Humanistic Studies” or “English Language and Literature/Letters”. These are students we would identify as possible prospective students through program outreach and promotion.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

N/A

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

N/A

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

In 2003, input from students and alumni led the English Department to develop additional courses within our Writing Minor and to allow students to count more of those courses toward the English major. Those courses have had enduring popularity among students. In more recent years, students have sought a major more tailored to the needs and interests of writers. The department explored the matter through focus groups as well as alumni surveys. That feedback supported the development of the proposed major.

Of 10 writing minors who attended our focus group of non-majors, all 10 said that they would be interested in a writing major if it could potentially complement their current major. Of 14 English majors, another 5 indicated that they would be either interested or very interested in a writing major. An alumni survey conducted in the spring and summer of 2019 as part of the English Department's decennial review confirmed the findings of our earlier focus groups. Just under half of respondents (26 of 53) indicated either that they would have pursued both majors (18) or that they would have pursued a writing major instead of an English major (8).

Students have offered the following reasons that they want a writing-related major as opposed to a writing minor or a writing-infused English major: Some seek a major that combines well with study in another field (business, science, history); others, a major that guides their growth as writers and helps them enter writing-related careers and better articulates to employers what they have studied in college; and still others, an alternative to journalism, a field in which McDaniel College does not offer a major.

Students have conveyed that a minor is not sufficient for these needs—not as current students who need to select/pursue a major in another field, nor as prospective students who could not identify how the currently available majors would allow them to pursue these interests or receiving the training they sought.

Our department received a draft proposal for the new major from Dr. Kate Dobson, a specialist in rhetoric and writing studies. The proposal reflects input from our department's other tenured writing faculty, Dr. Kathy Mangan, a respected poet, and Dr. Paul Muhlhauser, a specialist in digital composing. The entire department reviewed later versions of the draft, and contributions were sought from Bill Spence (linguistics), then-Director of College Writing Suzanne Nida (First Year Composition and Writing Across the Curriculum), and Writing Center Director Vanessa Flora-Nakoski. Literature faculty also offered input on balancing textual analysis with text production. We sought input, as well, from the Dean of Admissions and the Office of Academic Affairs to ensure that the proposed major aligned with the interests of our applicant pool and with the implementation of the McDaniel Commitment, which foregrounds experiential learning. The proposed major was discussed within the context of a larger departmental self-study and shared with the external reviewer team, which at the department's behest had included a specialist in writing studies.

The program will be overseen by the English department, as is the current Writing Minor. All departmental colleagues who teach courses related to the major may provide continued input on the new major, but the franchised faculty with primary oversight of the program are as follows:

Dr. Robert Kachur, Professor of English, Department Chair – Dr. Kachur, a specialist in British literature, has a background in writing studies and teaches first-year composition, Humor Writing, and Writing in English Studies, a course developed collaboratively with Dr. Dobson.

Dr. Kate Dobson, Associate Professor of English – Dr. Dobson's primary research areas are rhetorical theory and creative nonfiction

Dr. Paul Muhlhauser, Associate Professor of English – Dr. Muhlhauser's primary research areas are digital rhetoric and digital composing

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Students who complete the major will be able to:

- I) Create effective texts in print and digital formats
- II) Tailor writing to meet the needs of specific audiences and publishing venues
- III) Make strategic rhetorical and stylistic choices that show genre awareness
- IV) Work collaboratively with writers, creators, editors, and other professionals

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Student achievement of learning outcomes in the program is overseen by the Academic Assessment Committee (AAC) as part of McDaniel's established faculty governance. This committee of five full-time teaching faculty is charged with fostering sound assessment of the College's academic programs, encouraging the collection of data that leads to action, and collecting departmental assessment plans and reports and responding to them as necessary. The program will provide a list of learning outcomes to the AAC along with a chart indicating the specific courses in which each outcome is developed as well as courses that serve as points of assessment. In the fall of each academic year, the

program will select an outcome (or outcomes) to assess and provide a detailed plan for direct and indirect assessment to the AAC; the AAC will provide feedback on this plan, as needed. All the department's learning outcomes will be revisited and assessed on a regular basis so that changes made based on past assessments can be evaluated.

b) document student achievement of learning outcomes in the program

In the spring of each academic year, the program will document the degree to which students achieved the learning outcomes in the program by providing a report on the assessment of these outcomes to the AAC, based on the assessment plan submitted earlier in the year. These reports will include the assessment findings as well as a proposed plan of ways to address any areas in which students did not successfully meet the learning outcomes set forth by the department.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Proposed Writing & Publishing Major

Type of Course	Details	Credits
Editing	ENG 2xxx Editing for Publication	4
Rhetoric	Choose one of the options below: <ul style="list-style-type: none"> • ENG 3309 Approaches to Everyday Discourse • ENG 3310 Autobiography and Theory • Other approved 2000 or 3000 level course offering in rhetorical theory 	4
Writing in Creative, Profession, & Digital Contexts	Four courses with at least one course in each of the following categories, and at least two courses in one category . <p>Creative Writing</p> <ul style="list-style-type: none"> • ENG 2104 Humor Writing • ENG 2206 Poetry • ENG 2207 Fiction • ENG 2208 Advanced Composition • ENG 2209 Memoir • ENG 2254 Nature Writing • CIN 3401 Scriptwriting <p>Professional Writing</p> <ul style="list-style-type: none"> • ENG 2106 Writing for Main Street • ENG 2107 Business Writing • ENG 2204 Advanced News Reporting • ENG 2212 Professional Communication • ENG 3308 Writing for Law and Policy • ENG 3312 Writing for Nonprofits 	16

	Digital Writing & Visual Design <ul style="list-style-type: none"> • ENG 2101 Remixing Popular Culture • ENG 2103 Transmedia Storytelling • ENG 2219 Multimedia Writing and Design • ENG 3319 Digital Publishing • ENG 3307 Social Media: Rhetoric and Design 	
Professional Experience	Choose one of the options below: <ul style="list-style-type: none"> • Community Internship (4 cr.) • Internship through ENG 2106 Writing for Main Street (4 cr.)† • Internship through ENG 3321 Writing for Nonprofits (4 cr.) † • Experiential learning through ENG 2218 Introduction to Peer Tutoring (2 cr.) and ENG 2235 (2 cr.) Advanced Peer Tutoring†† 	4
2 Literature Courses	Two 2000 or 3000 level ENG literature courses	8
2 Electives	Two additional courses selected from the Writing in Creative, Professional, and Digital Context category or from the list below: <ul style="list-style-type: none"> • ENG 1103 Intro to Journalism • ENG 2211 Grammar and Usage • ENG 2000-level literature courses • ENG 3000-level literature courses • ENG 3306 Approaches to the Study of Language • ENG 3325 Writing in English Studies 	8
ENG 3xxx	Writing Portfolio I (taken in junior year as part of capstone)	2
ENG 4xxx	Writing Portfolio II (taken in senior year as part of capstone)	2
Total number of credits for major		48

Notes:

† Students who fulfill the Professional Experience requirement through an internship they complete for a course (ENG 2106 or ENG 3321) must complete a second course in the Professional Writing category. One course cannot fulfill two requirements.

††These paired 2-credit experiential courses lead to Professional Tutor Certification. They are required for students working in a paid position in the College's Writing Center. Students working in a paid position in one of the College's other learning centers are also eligible to take the courses.

Additional credits outside for the Major

Type of Course	Details	Credits
First Year Seminar	General education requirement	4
ENG 1101	Introduction to College Writing, general education requirement	4
Writing in the Discipline	Majors will complete this general education requirement by taking the 4 required courses in their major about Writing in Creative, Professional, and Digital Context	Credits included in the major
Second Language	General education requirement is 2 semesters in the same	8

	language or placement/proficiency above the 2 nd semester level.	
Multicultural	Category of courses for general education requirement	4
International Nonwestern	Category of courses for general education requirement	4
International Western OR Nonwestern	Choice of 2 categories of courses for general education requirement	4
Quantitative Reasoning	Category of courses for general education requirement	4
Scientific Inquiry with Lab	Category of courses for general education requirement	4
Quantitative Reasoning OR Scientific Inquiry	Choice of 2 categories of courses for general education requirement	4
Textual Analysis	Majors will complete this general education requirement by taking textual analysis courses required in the major	Credits included in the major
Creative Expression	Category of courses for general education requirement by taking creative expression courses required in the major	Credits included in the major
Social, Cultural, Historical Understanding	Category of courses for general education requirement	4
Physical Activity & Wellness	General education requirement is 1 credit of physical activity courses OR participation in intercollegiate sports, ROTC, or some other approved experience.	0-1
Jan Term	General education requirement of 1 course during a January Term. Most students complete this by taking My Design.	2
My Career	General education requirement	1
Experiential Learning	Majors will complete this general education requirement through an internship, an experiential learning course, or peer tutoring.	Credits included in the major
Total number of general education credits outside of the major		47-48
Remaining elective courses (these could count toward a minor, another major, and/or elective credit)		32-33
Combined credits from general education and elective coursework		80
Total number of credits from the major (see previous table)		48
Total number of credits required for the B.A. degree		128

COURSE DESCRIPTIONS FOR THE MAJOR:

Editing

ENG 2###- Editing for Publication

Credits: 4

Exposure to the practices of professional editors and publishers. Students learn about copyediting and developmental editing, broader editorial decision-making, the publishing industry, and current publishing platforms. Specific attention is paid to the rhetorical choices that arise during the editing and publishing process.

This course has been submitted to the Curriculum Committee and is expected to be approved in the fall.

Rhetoric

ENG 3309 - Approaches to Everyday Discourse

Credits: 4

An introduction to rhetorical methods for analyzing such “texts” as speeches, editorials, advertisements, sports writing, movie reviews, and talk radio programs. Students will learn to identify patterns in everyday discourse and to recognize and explain the persuasive powers these forms exert over audiences. The course develops students as critical observers and consumers of everyday discourse.

Or

ENG 3310 - Autobiography & Theory

Credits: 4

How do our lives become stories? What role do such stories play in the formation of identity and of public memory (e.g., of slavery, the Holocaust, and war)? This course explores those topics as well as narratives about sex, faith, trauma, crime, and illness. Special consideration is given to the effects of sexuality, gender, and race/ethnicity on the practice of telling life-stories.

Attention is paid to the complex cultural narratives that shape identity and life-writing practices, as well as to the ways style, voice, and narrative structure allow writers to authenticate difficult or non-mainstream experiences. In addition to autobiography and memoir, the course may examine related genres such as the essay, biography, and true crime. No instruction in creative writing, but students will come to understand how cultural narratives structure their own life stories.

Creative Writing

ENG 2104 - Humor Writing

Credits: 4

This course is designed to help students develop their skills in humor and comedy writing.

Although the focus is on prose intended for readers, students will also have the opportunity to write commonly performed pieces that also apply when read (such as podcast scripts and short plays). Similar to the creative process used in writing longer prose, students will also brainstorm and refine very short forms of humor that sometimes stand alone in popular culture, such as jokes and wordplay associated with standup comedy, bumper stickers, and t-shirts.

ENG 2206 - Creative Writing—Poetry*Credits: 4*

A workshop in writing poetry. Student poems will be critiqued weekly in the class workshop. Students will read and analyze modern and contemporary poetry by such authors as Robert Frost, Elizabeth Bishop, Gwendolyn Brooks, Sylvia Plath, William Stafford, and Robert Hayden.

ENG 2207 - Creative Writing—Fiction*Credits: 4*

A workshop in writing short fiction. Student writing will be critiqued weekly in the class workshop. Students will read and analyze modern and contemporary short fiction by such authors as Welty, Hemingway, O'Connor, and Oates.

ENG 2208 - Advanced Composition*Credits: 4*

Designed to support writers' development as prose stylists. Primary emphasis placed on students' own nonfiction writing – about objects, places local or distant, and people familiar or famous. Students learn to generate material, to revise prose for fluidity and grace, and to recognize how style affects readers. Students also read published literary nonfiction (profiles, literary journalism, nature writing, memoir) to learn about craft in prose, imitate the techniques of published writers, and reflect on the creative process.

ENG 2209 - Memoir Writing*Credits: 4*

A creative-writing course in which students learn techniques for turning autobiographical experiences into nonfiction stories. Students read published works (memoir, essay) to explore the craft of creative nonfiction. Student writing will be critiqued regularly in the class workshop.

ENG 2254 - Nature Writing*Credits: 4*

A consideration of various responses to the natural world and the ways in which writers have described their encounters with it. Students focus on creative non-fiction, beginning with a brief foray into foundational work by nineteenth century authors such as Thoreau and John Muir, then concentrating on the work of more recent writers like Dillard, Berry, Abbey, and Lopez. Students will produce their own creative nonfiction responses to nature.

CIN 3401 - Scriptwriting*Credits: 4*

The principles, techniques, and requirements of scriptwriting. These are developed through the analysis of existing materials and through the construction and composition of original scripts.

Professional Writing**ENG 2106 - Writing for Main Street***Credits: 4*

Write entrepreneurially! As part of this class, students will partner with area small businesses to help with their writing, design, marketing, and more, creating usable end products every step of the way. Learn more about the rhetorical moves and practical steps behind writing for websites,

social media campaigns, print marketing, memos, business pitches, and other texts. Build your resume, making invaluable networking connections, explore career options, and learn more about the entrepreneurial value of a liberal arts education.

ENG 2204 - Advanced News Reporting

Credits: 4

Advanced skills in news reporting and writing. Students learn and practice interviewing and other forms of news gathering and apply those methods in a variety of news and feature stories.

ENG 2212 - Professional Communication

Credits: 4

An opportunity for students to practice and think critically about communication in the workplace. Assignments will focus on writing forms and topics suitable for students' fields of major interest. Students will complete individual and collaborative projects designed to help them write clearly and effectively for audiences both within their professions and outside of them. Particular emphasis will be placed on electronic communication forms.

ENG 3308 - Writing in Law and Policy

Credits: 4

A study of the conventions of legal and analytical writing. Focused on analysis of legal problems and the presentation of findings in forms employed by legal and paralegal professionals, attention will also be devoted to critiquing new developments in the profession.

ENG 3312 - Writing for Nonprofit Organizations

Credits: 4

An introduction to the various genres produced by and for local, national, and international nonprofit organizations. Assignments may include the development of mission statements, fundraising letters, grants, brochures, podcasts, websites and other public relations material. Students will also analyze the contemporary social, cultural and economic trends, which create unique challenges and opportunities for the nonprofit sector. Integral to this course is the opportunity for students to work with and write for area nonprofit organizations.

Digital Writing and Visual Design

ENG 2101 - Remixing Popular Culture

Credits: 4

In this course, we are going to explore this equation: "old + old + old = new." We will explore remixed texts - "texts that build on the prior texts of others by technically editing and modifying them in order to produce a new creative work" (Jones & Hafner 198). We will critically examine how remix culture has evolved and is challenging assumptions we have about authorship, authenticity, and copyright. We'll be learning about remix theory as well as how to remix. The course will help us hone our ability to argue using multimedia by creating political and social remixes using popular culture artifacts (i.e. TV shows, movies, music, and cereal boxes).

ENG 2103 - Transmedia Storytelling

Credits: 4

Students will build worlds. Students will make their own Star Wars, My Little Pony, or Marvel Universe. They will create media franchises around a story they'll tell across media channels. The different media used contributes uniquely to the story's world. In other words, students will create stories that might be expressed through writing and video and action figures and games and websites and cereal boxes and social media. The main point of the course is the dispersal of content through multiple delivery channels to create a unified entertainment experience.

ENG 2219 - Making Multimedia

Credits: 4

Students analyze and create a variety of digital multimedia texts, paying special attention to visual design and visual rhetoric and reflecting critically on the choices they've made in their productions. In addition to gaining a basic understanding of web languages (e.g. HTML and CSS), students learn how to use a number of design programs effectively. Students refine their abilities to mix imagery, words, typefaces, sounds, and music to construct arguments and persuade audiences through flyers, digital comics, video remixes, and websites.

ENG 3307 - New Media Writing

Credits: 4

Students explore the rhetorical and cultural effects of social media as well as the shifting expectations for writers in these environments. Along with investigating how self and society are shaped by the ways information is presented, collected, vetted, and shared, students work with a variety of social media platforms to create a coherent web presence designed for real audiences. In the course, students learn to effectively curate information, create infographics, podcast, blog, and vlog.

ENG 3319 - Making Publications Digital

Credits: 4

In this course students will learn to create multimedia arguments in the digital humanities and submit projects to peer-reviewed magazines and journals. In the course students will analyze the communication practices in other multimedia texts. They will create documents showing the results of this analysis. Readings will focus on constructing digital arguments using the principles of digital rhetorical theory. Students will also create a positive digital presence online using templates and website building platforms that showcase their projects.

Capstone

ENG 3###- Writing Portfolio I

Credits: 2

Designed for college juniors, this two-credit course supports students' development as writers and editors. Review of student and sample published texts provide opportunity for continuing growth as an editor. Instructor guidance, peer review, workshop, and self-reflection inform each student's creation of a preliminary portfolio of texts, typically chosen from those they have produced in courses for the major, bringing students to a clearer understanding of themselves as writers and of their progress toward their writing goals. Students develop, revise, or extend at least one project, chosen in consultation with the professor. Readings and class discussion address issues related to publishing, collaboration, and rhetorical, aesthetic, and professional

considerations in order to support students in critical reflection and guided revision. Final writing products are accompanied by informed assessment of the work's rhetorical and aesthetic merit, reflecting the student's awareness of audience, genre, and style.

This course has been submitted to the Curriculum Committee and is expected to be approved in the fall.

ENG 4###- Writing Portfolio II

Credits: 2

Designed for college seniors, this two-credit capstone course guides writers to review the entire range of their creative, digital, and professional writing and to develop, polish, and present their best work for an online portfolio. Students create a defined purpose and audience for the portfolio, which they present in a manner that creates a narrative about themselves as writers and content creators. Readings and class discussion address issues related to publishing, collaboration, and rhetorical, aesthetic, and professional considerations in order to support students in critical reflection and guided revision. Editing and review of student and sample published texts requires advanced-level workshop participation. At the conclusion of the course, in consultation with the professor, students select materials for a formal, public presentation and an accompanying craft paper.

This course has been submitted to the Curriculum Committee and is expected to be approved in the fall.

Additional Courses Listed in the Major (Electives or Experiential)

ENG 2295/3395- Internship in English

Credits: 0-4

Supervised field experiences in appropriate settings, usually off-campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

ENG 1103 - Introduction to Journalism

Credits: 4

A study of the news media in America, including how they work, their strengths, weaknesses, problems, and priorities with an emphasis on print journalism and journalists. Students also receive instruction in the art of news reporting and writing.

ENG 2211 - Grammar and Usage

Credits: 4

An overview of the structure of the English language, introducing the discipline of grammatical analysis. Students encounter both traditional grammar and more recent linguistic approaches and consider some current problems in the teaching of grammar in the schools.

ENG 2218 - Peer Tutoring: Writing Center

Credits: 2

This course prepares students to participate as peer-tutors in the college writing center—and beyond. This course will stress writing center theory, writing center pedagogy, critical thinking, discerning reading habits, and interpersonal skills.

ENG 2235 - Advanced Peer Tutoring

Credits: 2

This course prepares students to participate as advanced peer-tutors in the college writing center, and beyond. This course will stress advanced writing center theory, tutoring pedagogy, critical thinking, cross-cultural competence, and campus resource literacy.

ENG 3306 - Approaches to the Study of Language

Credits: 4

An introduction to the principles and methods of linguistics, the study of human language as a natural phenomenon. The course begins with an examination of the foundational subfields of morphology, syntax, phonetics, phonology, and semantics, then moves on to examine historical linguistics and the development of the many dialects of modern English.

ENG 3325 - Writing in English Studies

Credits: 4

This course introduces students to a wide range of critical approaches to scholarly writing in the fields of literature, writing and rhetoric. Students practice analytical writing, informed by theoretical frameworks and existing scholarly research.

Literature Courses

Literature courses can be chosen from the English Department's 2000-level and 3000-level offerings. These options include, but are not limited to, the following:

- ENG 2155 - Topics in Multicultural Literature
- ENG 2202 - Prizes, Prestige, and Profits
- ENG 2217 - Growing up in America
- ENG 2220 - World Literature
- ENG 2225 - Dramatic Dark Ages
- ENG 2226 - The Graphic Novel
- ENG 2228 - Scar Tissue
- ENG 2229 - Medieval Visions and Visionaries
- ENG 2230 - Age of Arthur
- ENG 2231 - Renaissance Literature
- ENG 2232 - Enlightenment Literature
- ENG 2233 - The Romantics
- ENG 2234 - Vic Lit: Between the Covers
- ENG 2241 - American Literature I: Liberty and Slavery
- ENG 2242 - American Literature II: Realism and Naturalism
- ENG 2243 - American Literature III: Modern and Contemporary
- ENG 2250 - Post-Colonial Literature
- ENG 2254 - Nature Writing
- ENG 2255 - Others: Short Story Cycle
- ENG 2256 - American Poetry

ENG 2258 - African American Literature I
 ENG 2260 - Horror Fiction
 ENG 2261 - Literature by Women
 ENG 2265 - Special Topics in English
 ENG 2268 - African American Literature II
 ENG 2270 - Twentieth-Century British Literature
 ENG 2272 - Popular Romance Fiction
 ENG 2273 - Detective and Mystery Fiction
 ENG 3341 - British Novel I
 ENG 3342 - British Novel II
 ENG 3343 - The American Novel
 ENG 3350 - Shakespeare
 ENG 3352 - Advanced Topics in Popular Literature
 ENG 3360 - Chaucer
 ENG 3362 - Austen
 ENG 3363 - Major Figures and Groups I (British)
 ENG 3364 - Major Figures and Groups II (American)
 ENG 3365 - Special Topics in English
 ENG 3370 - Medieval & Renaissance Inquiries

5. Discuss how general education requirements will be met, if applicable.

All students at McDaniel College complete the McDaniel Plan, the College's general education program. The program is structured to allow students to construct an individualized curriculum while also meeting general-education goals. By design, some such goals can be met within the student's major.

A student who completes the major in Writing & Publishing Major will, perforce, have met the following General Education requirements: Creative Expression ("CE") (creative writing courses and some digital courses meet this requirement); Departmental Writing; Experiential Learning ("EXP"); and Textual Analysis ("TA") (literature courses meet this requirement). The Departmental Writing is field-specific and differs by major. For the proposed major, the Departmental Writing requirement is fulfilled by completing the portion of the major designated as "Section 3: Writing in Creative, Professional, and Digital Contexts."

Other general education goals will require students to complete courses in other departments. Depending upon the courses a student selects within the major, it is possible that they could complete other general education requirements such as the International requirement ("IN") (Postcolonial Literature), the Multicultural requirement ("M") (African American Literature or Literature by Women), or the Social, Cultural, and Historical Understanding ("SCH") requirement (The Age of Arthur).

A note on students completing additional majors/minors:

- Writing & Publishing majors who also pursue either the English minor or English major can "double count" no more than two of their literature courses and no more than two of their authoring courses.

- English majors who also pursue either the Writing minor or Writing & Publishing major can “double count” no more than two of their literature courses and no more than two of their authoring courses.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

N/A

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The college catalog includes information on approved programs including all required coursework and total program hours. The catalog also addresses degree and McDaniel Plan (general education) requirements for students.

The Schedule of Classes for each semester outlines how classes are offered and the nature of faculty/student interaction—face-to-face, online, or hybrid. The learning management system for the online and hybrid classes is Blackboard. When student accounts are created, students receive an automated email that contains information about Blackboard and the system requirements. This information is in the student’s inbox when they first access their email. If specific technological competencies or skills are required for any courses within the approved program, this information is outlined in the course description.

The college website and intranet contain pertinent information about student support services, including academic support, financial aid, tuition and fees, billing and payment, and policies relating to each.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

At McDaniel College, recruitment materials are updated annually. This provides the college flexibility to ensure accuracy.

Additionally, it is the habit of the Office of Admissions to introduce prospective students to departmental faculty when possible. Campus visits include the opportunity to sit in on a class or to meet with faculty (<https://www.mcdaniel.edu/undergraduate/admissions/visit-mcdaniel>). Emails written by department chairs are deployed by the Office of Admission and admitted student events feature one-hour sessions that give faculty and current students an opportunity to share details about the major.

The college’s website is currently undergoing a complete redesign, but departmental practice in the Office of Communication and Marketing is to review academic program pages monthly for

accurate content. Academic pages link to the most recent version of the college's catalog, giving prospective students a clear and accurate view of the program requirements and coursework.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

With all students completing two or more literature courses, the entire department contributes to the quality of the program. That said, the English Department has a very strong bench in the field of language, writing, and rhetoric. Seven of the department's full-time faculty focus mainly on writing-studies. In addition to two Ph.D. rhetoricians who foreground different modes of writing (literary nonfiction, digital composing), the department's full-time roster includes a highly regarded poet, a linguist, a specialist in Writing Across the Curriculum (former Director of College Writing), the current faculty director of the Writing Center, a former editor for a national higher-ed press, and a department chair with a strong interest in writing studies. In short, the department already has a high-quality faculty delivering this program—but without the program having a formal title and structure.

Name	Type of Degree	Academic Title/Rank	Status	Courses
Mr. Josh Ambrose	MFA in Creative Writing, George Mason University	Assistant Dean	FT in Academic Affairs, PT faculty	Writing for Main Street Writing for Nonprofits
Dr. Mary Bendel-Simso	Ph.D. in English, SUNY Binghamton	Professor of English	FT faculty	American Literature
Mr. Matthew Bowers	J.D., University of Baltimore	Adjunct Faculty	PT faculty	Journalism
Dr. Rebecca Carpenter	Ph.D. in English, University of Calif, Berkeley	Professor of English	FT faculty	Victorian and British Modernism
Dr. Kate Dobson	Ph.D. in English, University of Maryland	Associate Professor of English	FT faculty	Advanced Composition Memoir Wrtg. in Law & Policy Approaches to Everyday Discourse Autobiography Studies Capstone/Portfolio
Ms. Vanessa Flora-Nakoski	M.A. in American Studies, University of	Director of Writing Center,	FT faculty	Peer Tutoring Adv. Peer Tutoring

	Iowa	Lecturer		
Dr. Robert Kachur	Ph.D. in English, University of Wisconsin	Professor of English	FT faculty	Humor Writing Writing in Engl. Studies
Dr. Kathy Mangan	Ph.D. in English, Ohio University	Professor of English	FT faculty	Poetry Fiction
Dr. Paul Muhlhauser	Ph.D. in English, Washington State University	Associate Professor of English	FT faculty	Remixing Pop Culture Transmedia Storytelling Making Multimedia Making Publications Digital New Media Writing
Ms. Suzanne Nida	MLA, McDaniel College	Senior Lecturer	FT faculty	Editing for Publication
Mr. Daniel Schafer	M.A. in English, Washington State University	Lecturer	FT faculty	Business Writing Professional Writing Editing for Publication
Mr. Bill Spence	M.A. in English, University of South Carolina	Senior Lecturer	FT faculty	Grammar & Usage Linguistics Nature Writing
	Ph.D. in English, Cornell University	Associate Professor of English	FT faculty	Medieval Literature
Dr. Paul Zajac	Ph.D. in English, Penn State University	Assistant Professor of English	FT faculty	Renaissance Literature

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

McDaniel College prides itself on its excellent instruction and therefore provides many forms of faculty development to support professors in all stages of their careers. New faculty participate in a year-long orientation program of monthly professional development events which include a focus on evidence-based practices. Every August, new and returning faculty attend a day-long faculty development retreat which includes concurrent sessions on various topics including diversity, students with learning differences, evidence-based research about teaching and learning, best practices for hybrid and online teaching, handling challenging classroom situations, etc. Throughout the academic year, we offer 1 to 2 faculty development sessions each month which are open to all faculty. Each year, we run a faculty book group/learning community which approximately one third of our full-time faculty participate in; the book is always one which highlights evidenced-based practices. In addition to the group-based forms of faculty development described above, the institution also provides one-on-one support to faculty who would like to receive formative feedback on their teaching through class observations and/or moderated focus groups with their students.

b) The learning management system

The Department of Instructional Design and Technology at McDaniel College offers the following resources to support faculty use of Blackboard: (a) 60-minute workshops

throughout the year on Blackboard Basic, Intermediate, and Advanced features; (b) one-on-one Blackboard training for all new faculty members and anyone else who requests it; (c) a range of course design templates that enable/encourage backward design, outcome alignment, authentic assessment, appropriate rubrics, and a range of student-centered pedagogical methods; and (d) professional development lunch events about matters of instructional design.

c) Evidenced-based best practices for distance education, if distance education is offered.

All faculty who teach an online course are required to first take BPO 100: *Best Practices in Online Teaching and Learning*, a four-week (28-hour commitment) online course. By completing the course, participants (a) gain the benefit of the experience, research, and knowledge from those individuals and institutions who have been offering online instruction for many years, (b) develop specific strategies for maintaining social presence, teaching presence, and cognitive presence in an online classroom, and (c) develop specific strategies for facilitating collaboration, reflection, and learner-centered pedagogies. BPO 100--a constructivist, discussion-based class--is informed by the Community of Inquiry framework and standard best practices as measured by Quality Matters.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

McDaniel College's Hoover Library contains approximately 375,038 book volumes, access to 87 different databases, 77,676 titles of media, and 84,516 serials. The Hoover Library website (<http://hoover.mcdaniel.edu>) includes Research Guides—general and course specific—that assist students with identifying appropriate resources for academic writing. The guides also provide general assistance with the research process by covering topics such as source selection and evaluation.

The College's print collection is available for loan to all McDaniel College students, faculty, staff, and other community members. The library's website provides remote access to the online catalog and electronic databases so that students may access the library's resources from wherever they are working. No-fee interlibrary loans and document delivery from other institutions supplement the collection in support of research and classroom projects.

As part of the Carroll Library Partnership, Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Students, faculty, and staff may use, request, and check out titles from any of the three collections. This arrangement makes an additional 700,000 volumes available to the McDaniel College community. McDaniel College students and faculty also have borrowing privileges at participating libraries at institutions in the Maryland Independent Colleges and Universities Association (MICUA), the Baltimore Area Library Consortium (BALC), and the Associated College Libraries of Central Pennsylvania (ACLCP).

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Given that most of the courses for this major are already offered by the English Department, our current physical facilities will meet the needs of this new major. All faculty members have offices, all classrooms are smart-box equipped, and the department has access to many computer labs on campus where technology-enriched courses are taught.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

All McDaniel students are provided with email accounts. The institution uses Blackboard for course delivery, community engagement, and content management for all face-to-face and online courses. Our Blackboard system is fully integrated with our Student Information System (SIS), such that (a) all students and faculty automatically have Blackboard accounts, (b) all classes are automatically built, and (c) all enrollments are automatically managed via SIS integration.

Instructors and students utilize iDevices, Adobe Connect, Ensemble, video from Hoover Library databases, and fast Internet connections. The Student Academic Support Services (SASS) office provides on-loan assistive technology to students. The Instructional Technology Office provides training and support for faculty and students using any technology used in the course. The department has adequate information technology resources to support faculty and students.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Rationale for enrollment projections

New student enrollment projections embedded in our strategic enrollment plans are developed by the Vice President for Enrollment. They are based on the VP's review of historical enrollment data in similar fields at McDaniel College, the size of the potential market in primary recruitment areas for the college, and enrollment trends nationally.

Rationale for reallocated funds

Last year, the College underwent a faculty-led review in response to a request from the McDaniel Board of Trustees to identify academic programs for possible reinvestment, as well as potential restructuring. The goal of this review was to strengthen the academic program of the

College by aligning our academic offerings with current and prospective students' demonstrated interests.

In the spring of 2019, the Board of Trustees unanimously approved the recommendations that would suspend enrollment for future students in the following undergraduate majors: Art History, Religious Studies, French, German and Music. Minors in German, Music and Latin will also no longer be offered. These programs were selected, in large part, due to relative under-enrollment compared with other programs at the College.

The following chart indicates the number of students who were in the pipeline and in our prospective student pool as of November of 2018:

Program	5-yr avg degrees	Current majors	Current minors	F19 Admissions projections Apps → Admits → Yield
Art History Major (minor retained)	4.6	4	4	N/A: Art History not in survey General Art = 6 students
Religious Studies Major (minor retained)	1.6	7	10	8 apps → 5 admits → 1 student
French Major (minor retained)	3.8	8	6	9 apps → 6 admits → 1 student
German Major and Minor	2.2	12	5	2 apps → 1 admits → 0 students
Music Major and Minor (select music activities retained)	3.2	13	8	32 apps → 21 admits → 4 students

Any prospective students who indicated an interest in these majors were notified of the program suspensions in advance of making their decision to enroll. The College guaranteed that all students who had declared a major in an impacted program would be able to graduate with their intended degree. McDaniel students were allowed to declare any major through the end of this spring semester regardless of whether there was a recommendation to suspend. And in every case except for German and Latin, courses will still be taught in these disciplines and students will be able to use these courses to fulfill their core education (McDaniel Plan) requirements. Specifically related to Music, select performance opportunities that have existed for all students, regardless of major, will still be available, including choir and band, as well as music lessons. Students can still select from five second languages: Arabic, ASL, Chinese, French, and Spanish.

Because of our commitment that all students in an affected major can graduate with their intended degree, existing faculty may continue to teach in the affected programs of study for a number of years. The College is closely following American Association of University Professors (AAUP) guidelines.

The recommendations approved by the board resulted in nearly a million dollars worth of savings over the next five years, 100% of which will be re-invested to strengthen our academic programs. Investments will support the reorientation of existing programs to better meet the

needs of the 21st century, and to create new programs that will expand the curricular offerings of the College. This was not a budget cut.

The Board also voted to investigate these strategic re-investments in four categories of strong and growing interest to current and prospective students: Health Sciences/STEM, Business and Technology, the Liberal Arts core curriculum, and professional certificates.

None of these changes will adversely affect our ability to deliver our hallmark McDaniel Plan and McDaniel Commitment. Our students will continue to experience a broad education in the liberal arts and sciences while delving deeply into their program areas of special interest.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

FTE & operating budget calculations were based upon existing departments which will contribute at least 25% of the courses in the proposed major. Using only those high-contributing departments, FTE & operating budgets were then calculated based on proportionate contributions.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Courses are evaluated via online student course evaluations which are reviewed by department chair and the individual faculty member at the end of each semester; these evaluations include quantitative and qualitative components. Programmatic student learning outcomes are assessed via direct and indirect measures under the guidance of the standing Academic Assessment Committee as described in G.3

Faculty teaching in the program will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. At the time when franchised faculty are eligible for reappointment, tenure, promotion, or periodic review, the faculty member critically evaluates his or her performance as a teacher, reviews course evaluations, and provides evidence of effective teaching, service to the college, and scholarly and/or professional activity. The 5 elected members of the Faculty Affairs Committee review the materials submitted by the faculty member as well as the student course evaluations, rate the candidate's performance, and make a recommendation to the Provost for employment action. Adjunct faculty are reviewed by their department chair on a regular basis; adjunct faculty are evaluated based on their course evaluations and other materials they may submit to document their teaching effectiveness.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

In addition to the annual assessments of student learning outcomes overseen by the Academic Assessment Committee described earlier (see G.3), the program will engage in a periodic program review. The program review process is overseen by the Academic Planning Committee (APC) – a standing committee that is part of our faculty governance system. Faculty who teach in

the program will prepare a self-study that includes data about course and program enrollment, faculty professional activity, student retention/graduation rates, assessments of student learning outcomes, alumni outcomes and satisfaction, a comparison of the program to similar programs at other colleges, nationwide trends in the discipline, an evaluation of the current strengths and challenges of the program, and a five-year strategic plan. The self-study is reviewed by the APC and feedback is provided. External consultants review the self-study and make an on-site visit to further evaluate the program's educational effectiveness and make recommendations based for improvement. The last step of this year-long review process is the revision of the five-year plan to address any weaknesses or areas of improvement.

The student body is surveyed using several different methods. Annually, we complete the Higher Education Data Sharing (HEDS) Consortium's "Senior Survey," which asks seniors to report on five dimensions of their undergraduate experience: good teaching and high-quality Interactions with faculty, challenging assignments and high faculty expectations, interactions with diversity, growth on intellectual outcomes, and growth on civic outcomes. Secondly, we use the Student Satisfaction Inventory (SSI) from Ruffalo Noel Levitz, which measures student satisfaction and which issues are most important to them. Finally, we also utilize the National Survey of Student Engagement (NSSE), which looks at engagement indicators and high-impact practices. With each of these assessment methods, data can be disaggregated to a departmental/programmatic level. These reports are provided to department chairs for integration into their own assessment plans and departmental reviews as a measure of student satisfaction.

Regarding cost effectiveness, McDaniel College engages in a strategic planning process to determine the viability of its programs. This process involves developing a unique Strategic Enrollment Plan (SEP) for the program. As defined by Ruffalo Noel Levitz, Strategic Enrollment Planning is "a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health." At McDaniel, this means each proposed academic program is reviewed through the lens of not only curricular innovation and mission alignment, but also program demand, departmental costs, investment needs, and long-term viability. This data is reviewed by the Provost and a faculty committee whose focus is strategic planning and the budgetary health of the institution. This program was developed with the assumption that the program could continue to be sustained through existing institutional resources, but with plans for increased investments when the expected program growth occurs.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

McDaniel College is committed to minority student access and success. In accordance with this commitment, the College has articulated cultural diversity goals which include general education courses related to cultural diversity, co-curricular student programming, and faculty and staff development regarding working with a diverse student body.

Students of all ages, interests, professions, and backgrounds are encouraged to apply for undergraduate and graduate study. Fall enrollment data from 2018 show that 28% of our student population identified as students of color, a number that has steadily increased since 2010. The majority of students at McDaniel College (65%) come from the State of Maryland, and 26% are considered first-generation college students. McDaniel College actively recruits prospective students through campus events and career fairs throughout the mid-Atlantic region.

All the students in the proposed program will complete general education courses which have been designed to educate students about different forms of diversity. Students will complete at least one multicultural course which will give students an understanding of the cultural pluralism of American society. Multicultural courses focus on the cultures and experiences of diverse groups in the United States that have been historically subordinated or marginalized and defined by such categories as race, gender, sexuality, class, religion, and disability. Students will complete at least two international courses, one of which must focus on a non-western region. International courses examine the perspectives and customs of cultures outside the U.S. or the relationship between the U.S. and world cultures. In addition to these general education course, our orientation program for first year students includes 3 sessions focused on diversity-related issues relevant to college students and those sessions span from the summer orientation through the end of the first semester so that we can address diversity education at multiple stages of their first year.

Many co-curricular, cultural activities are sponsored by the Office of Diversity and Inclusion, while other activities are initiated by our many student organizations which provide social support and co-curricular events for students. (e.g., the Black Student Union, the Gender Sexuality Alliance, the Hispano-Latinx Alliance, the Asian Community Coalition, the Muslim Student Association, and the Jewish Student Union).

The faculty members who will teach in the proposed program participate in multiple professional development events focused on teaching and supporting students from diverse groups. Every August, McDaniel College holds a faculty development retreat and requires that faculty attend at least one session focused on diversity-related issues. Our newest full-time faculty members participate in a year-long orientation series which includes sessions about teaching our diverse student body as well. In addition, throughout the academic year, professional development sessions focused on diversity-related issues are open to all faculty and staff.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This proposed program is not directly related to an identified low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.

TABLE 1: PROGRAM RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Narrative
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Tuition/Fee Revenue (c + g below)	\$0.00	\$45,518.00	\$140,650.62	\$241,450.20	\$323,301.81	
a. Number of F/T Students	0	2	6	10	13	Because we did not market this new major when recruiting students for Fall 2019, any students who might declare this major in Year 1 will be already-enrolled students. Therefore, we are projecting no NEW students and no additional tuition revenue during Year 1 attributed to this program.
b. Annual Tuition/Fee Rate	\$0.00	\$22,759.00	\$23,441.77	\$24,145.02	\$24,869.37	
c. Total F/T Revenue (a x b)	\$0.00	\$45,518.00	\$140,650.62	\$241,450.20	\$323,301.81	
d. Number of P/T Students	0	0	0	0	0	We have so few part-time undergraduates that we are not including part-time students in our projected enrollments.
e. Credit Hour Rate	0	0	0	0	0	
f. Annual Credit Hour Rate	\$1,391.89	\$1,433.07	\$1,476.07	\$1,520.35	\$1,565.96	
g. Total P/T Revenue (d x e x f)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Grants, Contracts & Other External Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TOTAL (Add 1 – 4)	\$0.00	\$45,518.00	\$140,650.62	\$241,450.20	\$323,301.81	

TABLE 2: PROGRAM EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Narrative
1. Faculty (b + c below)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
a. Number of FTE	14.5	14.5	14.5	14.5	14.5	No new faculty needed in the first 5 years. Projected new students: Y2 = 2 students, Y3 = 6, Y4 = 10, Y5 = 13, add new faculty for every 15 new students.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Admin. Staff (b + c below)	0	0	0	0	0	
a. Number of FTE	0	0	0	0	0	We do not need to hire new administrative staff because the department within which this major will be offered has sufficient staffing.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Support Staff (b + c below)	0	0	0	0	0	
a. Number of FTE	0	0	0	0	0	We do not need to hire new support staff because the department within which this major will be offered has sufficient staffing.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Technical Support and Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Technical support and equipment will be provided from existing resources in the English Department.
5. Library	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Resources are already available through existing databases.
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
7. Other Expenses	\$0.00	\$326.00	\$978.00	\$1,630.00	\$2,119.00	Current English department operating budget = \$16,956, 50% for majors (vs. 50% gen ed) = \$8,478. Divided by 52 majors = \$163 cost per student X new student projections.
TOTAL (Add 1 – 7)	\$0.00	\$326.00	\$978.00	\$1,630.00	\$2,119.00	