

**New Program Proposal  
 Bachelor of Fine Arts in Professional or Creative Writing  
 University of South Carolina Aiken**

**Summary**

The University of South Carolina Aiken requests approval to offer a program leading to the Bachelor of Fine Arts in Professional, or Creative Writing, to be implemented in Fall 2019 through traditional delivery. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	2/1/19	Not Applicable
Staff comments to the institution	3/15/19	By teleconference, staff requested revisions to the proposal to address program questions: <ul style="list-style-type: none"> <li>▪ For additional information to help explain the enrollment projection with a narrative of the formula, and to explain that projections support program sustainability;</li> <li>▪ BOT approval (current or pending) and an explanation of the acronyms for other institutional approvals;</li> <li>▪ Workforce opportunities directly with the bachelor’s degree in additional to graduate options already provided;</li> <li>▪ Not just new resources, but any resources pertinent to Student Support and Facilities;</li> <li>▪ Budget table: clarification of cost-to-revenue ratio, and an explanation of the reallocation of funding; and</li> <li>▪ Confirmation that currently approved form was used.</li> </ul>
ACAP Consideration	3/28/18	Representatives from the University of South Carolina Aiken (USCA) introduced the proposal concurrent with the Bachelor of Arts in Communications & Digital Arts, and the Bachelor of Arts in Music. Representatives cited internal planning for a focused degree tightly aligned with student interests, as opposed to the traditional breadth of similar programs such as BA in English, which has a literature focus. <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposals focusing on the degree title and how best to distinguish the degree designations and portray that to employers to potentially aid program completers’ recruitment.</p> <p>The proposed degree trains students to write well, either to prepare to enter graduate school on the creative writing track, or to enter local industry on the professional writing track, as there is a significant need in the local area for technical writing. Representatives explained that the BFA designation will allow an employer to see on the degree that the prospective employee has</p>

		<p>ability in technical writing or creative writing. USCA explained a lot of employers are interested in technical writing as two big employers in the area constantly approach USC-A for interns in the department with professional writing skills.</p> <p>After remaining discussion, ACAP applauded USCA for forward thinking in degree types and voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.</p>
Staff comments to the institution	4/5/19	<p>Staff requested the proposal be revised to include:</p> <ul style="list-style-type: none"> <li>▪ The ACAP discussion regarding degree designations of the distinctive tracks;</li> <li>▪ Corrected CIP code;</li> <li>▪ Projected enrollment projections regarding productivity;</li> <li>▪ Clarification on the need for staff or personnel;</li> <li>▪ Existent resources and/or facilities that will be used to support the program; and</li> <li>▪ Opportunities for stackable credentials.</li> </ul>
Revised Program Proposal Received	4/17/19	The revised proposal satisfactorily addressed the requests.

**Recommendation**

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to Bachelor of Fine Arts in Professional or Creative Writing, to be implemented in Fall 2019.

**University of South Carolina Aiken Student and Program Data**

<b>Undergraduate In-State/Out-of-State Enrollment Fall 2018</b>	2,912 (87.06%)/433(12.94%)
<b>Number of Approved Programs in 10 Yrs. (FY 2009- 2018)</b>	6
<b>Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)</b>	1

**Industry Related Occupational Wages and Projections in South Carolina, 2016 – 2026\***

Occupational Field <sup>1</sup>	2016 Median Income <sup>2</sup>	2016 Estimated Employment <sup>3</sup>	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Arts, Design, Entertainment, Sports, and Media	\$36,330	25,317	27,205	1,888	0.72%	7.46%
Business and Financial Operations	\$54,750	86,283	98,373	12,090	1.32%	14.01%

<sup>1</sup> "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal. <sup>2</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1> <sup>3</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1> \* Data downloaded October 8, 2018; Most recent data available.

### NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Aiken

Name of Program (include degree designation and all concentrations, options, or tracks):  
Bachelor of Fine Arts (B.F.A.) in Professional or Creative Writing (students elect either the Professional Writing track or the Creative Writing track).

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 231302

Delivery Site(s): USC Aiken

Delivery Mode:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input type="checkbox"/> Distance Education                             |
|   | <input type="checkbox"/> 100% online                                    |
|   | <input type="checkbox"/> Blended/hybrid (50% or more online)            |
|   | <input type="checkbox"/> Blended/hybrid (25-49% online)                 |
|   | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

Dr. Andrew Geyer; Chair Dept. of English; 803-641-3239; AGeyer@usca.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

English Dept.	Jan., 2018
Dean	Jan. 2018
Provost	Feb. 2018
Faculty Assembly	Nov. 2018
Chancellor	Jan 2019
USC BOT	Mar 2019

## Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The new program would target students who lean toward the professional or creative side of English studies instead of emphasizing literature or teaching tracks for middle and high school. Students would be advised to pursue one of the two tracks. Central to the university mission, the new degree reinforces the following:

*The University of South Carolina Aiken is a comprehensive institution that offers undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines...*

*The University encourages excellence in research and creative pursuits...*

*USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences...*

*USC Aiken Mission Statement*  
(<https://www.usca.edu/chancellor/about/mission-statement.dot>)

The BFA in Writing, with a track in either Professional Writing or Creative Writing, is the appropriate degree for the new program. The reason is the tight focus on writing that the program will maintain. The relationship between the BFA degree and the BA degree is much the same as the one between the MFA degree and the MA degree: the MFA has a tight focus on a single outcome (for example, fiction writing), whereas the MA degree has a general focus that includes several possible outcomes. Unlike a BA degree, which is a general degree with many areas in which students must gain a little knowledge, our BFA will have fewer areas of focus in which students will gain in-depth knowledge. We strongly believe this tighter focus will help our BFA students gain employment in the business world (professional writing focus) and/or earn scholarships/fellowships/assistantships in graduate school (creative writing focus). The MFA is the terminal degree in this area, and for those who wish to pursue such, the BFA is the proper background—not the BA. Year in and year out, employers list their top two criteria for new hires as writing ability and the ability to think critically. Our new program is set up to directly target those two desired areas.

To illustrate the above, here is a quote from the CEO of Goldman Sachs, David Solomon, about desirable qualities in new hires: "I'll tell you one that we're finding less and less inside the firm that I think is an important skill set, but actually we find it from students that come from...liberal arts backgrounds, is an ability to write." Solomon went on to say: "How you communicate with other people, how you interact with other people, how you express yourself will have a huge impact on your success. And, when I try to point to things that have helped me, [one was] my ability to communicate."

While there is not a Goldman Sachs branch here in the CSRA, we do have a number of companies that are looking to hire students with exactly the kind of skills that our BFA graduates will have. Those companies include: ADP (who has a history of hiring USCA grads), AT&T, *The Aiken Standard*, Bridgestone, Club Car, Department of Energy/Savannah River Site, GlaxoSmithKline, International Paper, Kimberly-Clark, National Wild Turkey Foundation, SCANA, UPS Customhouse Brokerage, and Zeus Industrial Products.

We strongly believe that the uniqueness of our BFA in Professional or Creative Writing Program, and the skill set that will be readily visible on each graduate's transcript, will give our graduates a competitive advantage for beginning positions at all of these firms (and many, many others).

Closely linked with this goal are the following six objectives common to all those who graduate with a B.F.A. degree in English (Professional or Creative Writing):

- 1) Students will demonstrate the ability to do a close reading of genres (e.g., poetry, fiction, nonfiction, drama, or film);
- 2) Students will demonstrate a general knowledge of major movements, periods and authors in British and American literature;
- 3) Students will demonstrate a working knowledge of literary/professional/technical terms;
- 4) Students will demonstrate the ability to understand literature/professional/technical writing in its cultural/social/practical context(s); and
- 5) Students will demonstrate the ability to locate, read, understand, and apply relevant literary criticism/scholarship and/or professional/technical practices and norms.
- 6) Students will demonstrate the ability to write analytically and articulately, offering evidence of clarity, coherence, and style.

### **Technology Literacy in English**

All English majors will demonstrate proficiency in the compilation, evaluation, and integration of electronic sources in researched writing, particularly in the following required courses:

ENGL A284 Survey of American Literature I;  
ENGL A285 Survey of American Literature II;  
ENGL A288 Survey of British Literature I;  
ENGL A289 Survey of British Literature II; and  
ENGL A496 Senior Thesis or ENGL A499 Senior Seminar.

Furthermore, all English classes require some use of computer technology, from simple word-processing to internet navigation.

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

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The M.F.A. in Creative Writing is offered at USC, Columbia, however, no state institutions of higher education in South Carolina offer the B.F.A. degree in writing. The USC Aiken B.F.A. program would create a viable bridge to graduate study within the state system. B.F.A. graduates will be acceptable candidates for law school, M.B.A. programs as well as M.F.A. programs in or out of state.

Year in and year out, employers in the business world list their top two criteria for new hires as writing ability and the ability to think critically. Our B.F.A. in Professional Writing is structured to directly target those two desired areas (see the Background Information section on p. 2).

We just hired a new Instructor of English (duties begin summer 2019) who spent ten years teaching English at Aiken High School. His sole service responsibility at USCA will be to recruit new students for the B.F.A in Writing program from Aiken County schools and from the State of South Carolina at large. Due to his extensive connections with teachers in Aiken County schools, and to USCA's existing partnerships with Aiken County Schools and Aiken Technical College, the new program would serve the university and USC system with an immediate positive impact on local recruitment as well as non-local recruitment in future years. Area teachers have expressed an interest in partnering with USC Aiken English faculty for the purpose of stimulating creativity in their students through on campus creative writing workshops, contests and festivals. To that end, the Western Carolina Language Arts Festival will be revived and restructured, in connection with the new B.F.A program. Five new one-year recruitment scholarships, paid for by the James L and Mary W Oswald Endowment, will be awarded to the top five senior student writers who submit work to the festival.

### Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

### Writing Minors Granted

An indication of the desire on the parts of current USCA students for credential/expertise in writing may be found in the number of minor degrees granted in Professional Writing and Creative Writing over the past five (5) academic years:

	<b>AY 2013-14</b>	<b>AY 2014-15</b>	<b>AY 2015-16</b>	<b>AY 2016-17</b>	<b>AY 2017-18</b>
	<b>Fall 13 - Summer 14</b>	<b>Fall 14 - Summer 15</b>	<b>Fall 15 - Summer 16</b>	<b>Fall 16 - Summer 17</b>	<b>Fall 17 - Summer 18</b>
<b>Creative Writing</b>	11	9	10	9	8
<b>Professional Writing</b>	3	5	6	5	6

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Technical writer	60	+14% from 2016 to 20126	5700	+11% from 2016 to 20126	O*Net
Compliance Managers	330	+8% from 2016-2026	79,200	+9% from 2016-2026	O*Net
Editors	120	+7% from 2016-2026	12,000	+1% from 2016-2026	O*Net
Market Research Analysts	No data available	No data available	77,100	+15% from 2016 to 2026	O*Net
Public relations Specialists	350	+10% from 2016-2026	28,200	+9% from 2016 to 2026	O*Net
Copywriters	No data available	No data available	12,600	+9% from 2016-2026	O*Net
Paralegal	690	+16% from 2016-2026	34,700	+15% from 2016-2026	O*Net

#### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

While many students will enter the new program hoping to become the next great American author, a multitude of opportunities exist for people with excellent writing and critical thinking skills. STEM, Insurance, Journalism and Advertising industries all hire people to write grants, reports and general copy. B.F.A. graduates could also find employment opportunities in Film, TV and Radio industries.

#### Current South Carolina Job Opportunities (data source: [jobs.scworks.org](http://jobs.scworks.org))

Occupation	Job Openings	Mean (Average) Wage
Arts, Design, Entertainment, Sports, and Media Occupations	1,294	\$51,309
Business and Financial Operations Occupations	2,758	\$53,869
Community and Social Services Occupations	816	\$42,424
Education, Training, and Library Occupations	2,747	\$44,687
Healthcare Support Occupations	2,096	\$30,446
Legal Occupations	183	\$49,214
Life, Physical, and Social Science Occupations	706	\$51,140
Management Occupations	8,230	\$63,263
Office and Administrative Support Occupations	7,022	\$31,320
Sales and Related Occupations	6,697	\$46,045

<b>Additional Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Attorney	778,700 national / year	6% annual rate of growth 2014-2024	Bureau of Labor Statistics <a href="http://www.bls.gov">www.bls.gov</a>
Manager, Administrative	287,300 national / year	8% growth rate 2014-2024	Bureau of Labor Statistics <a href="http://www.bls.gov">www.bls.gov</a>
Human Services	380,000 national/year	4% growth rate 2014-2024	Bureau of Labor Statistics <a href="http://www.bls.gov">www.bls.gov</a>

**Description of the Program**

<b>Projected Enrollment</b>			
<b>Year</b>	<b>Fall Headcount</b>	<b>Spring Headcount</b>	<b>Summer Headcount</b>
2019-20	15	15	0
2020-21	20	20	0
2021-22	25	25	0
2022-23	30	30	0
2023-24	35	35	0

Explain how the enrollment projections were calculated.

Currently, approximately 14 USC Aiken students earn a minor in creative writing or professional writing every year. A conservative estimate of those who will pursue this new degree option is estimated to reach 35 within five years. As described in the Assessment of Needs section, plans are now underway to specifically recruit local high school students into this degree program, and we are confident of at least reaching this target. With the retirement of two English faculty members and projected instructional needs of the new program, our past two replacement hires were directed towards people with the proper skill set to teach courses in the BFA and with connections to the public school system in Aiken County for recruitment purposes.

There is no concern that enrollment projections would harm productivity for the new BFA program, or negatively affect the BA in English; current faculty resources will meet the enrollment projections.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

- Yes
- No



## Curriculum

### **New Courses**

List and provide course descriptions for new courses. None

Total Credit Hours Required:

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL A101	3	ENGL A102	3		
AFCI A101	1	SPAN A101	4		
HIST A101	3	MATH A103	3		
MATH A102	3	BIOL A106	4		
SOCY A101	3				
PSYC A101	3				
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL A245	3	ENGL A345	3		
ENGL A284	3	ENGL A285	3		
SPAN A102	4	ENGL A289	3		
COMM A201	3	GEOL A103	4		
HIST A201	3	EXSC A110	1		
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL A288	3	ENGL A401	3		
ENGL A250	3	ENGL A435	3		
ENGL A461	3	ENGL A462	3		
ENGL A497	3	COMM A241	3		
COMM A190	3	COMM A332	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL A412	3	ENGL A407	3		
ENGL A417	3	ENGL A449	3		
ENGL A427	3	ENGL A496	3		
ENGL A460	3	COMM A376	3		
COMM A335	3	COMM A478	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 5</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.A. English-Creative Writing	128	Anderson University	The major provides students with hands-on experience in several genres of creative writing as well as an overview of relevant literature. Students will be prepared to continue their study in graduate institutions or work in related areas.	Private institution. Only one track.
B.A. English-Creative Writing	128	Bob Jones University	Program offers a solid foundation in classical, British and American literature and explores the structure of the modern English language—all from a biblical worldview.	Private institution. Mostly literature based from a religious perspective.
B.A. English with a Writing Emphasis	125-129	Charleston Southern University	Students learn written and oral communication, literary analysis and appreciation and research	Private institution. Only one track.
BA in English with a concentration in Creative Writing	120	Converse College	Requires 15 semester hours in writing in addition to the 24 hours of required literature and literary criticism courses already a part of the major in English.	Private institution. Only one track and fewer credit hours of writing.
BFA in Creative and Professional Writing	120	Converse College	The program closest in similarity to the proposed program with tracks in Creative and Professional Writing. Major requirements include 27 hours in writing, 12 hours in literature, and three hours in additional art areas. Admittance to program by application after the freshman year.	The program at USC Aiken will be open access to incoming freshmen as well as existing students. It will also contain more credit hours of specific writing courses.

BA in English/Writing concentration	123	Limestone College	The writing concentration is designed for creative students who want to study writing in any form. Courses prepare students for future publication, professional writing, or graduate school.	Private institution. Only one track.
B.A. English-Creative Writing Concentration	122	Presbyterian College	Requires completion of 33 hours in English taught at or above the 2000-level	Private institution. Only one track.

**Faculty**

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor	ENGL A264 Intro to Creative Writing, Fall/Spring, 3 hrs; ENGL A466 Fiction Workshop, Spring, 3 hrs; ENGL A496 Senior Thesis, Fall/Spring/Summer, 3 hrs; ENGL A497 Directed Internship, Fall/Spring/Summer, 3 hrs;	Ph.D. Texas Tech U. , MFA USC Columbia	Dept. Chair; advisor for all new students entering the program; program assessment coordinator; teach creative writing; supervise senior thesis; supervise directed internship
Professor	ENGL A245 Writing in the Workplace, Fall/Spring, 3 hrs; ENGL A345 Business Writing, Fall/Spring, 3 hrs; ENGL A462 Technical Writing, Fall/Spring, 3 hrs; ENGL A496 Senior Thesis, Fall/Spring/Summer, 3 hrs;	Ph.D. USC Columbia MA Clemson University	Teach professional writing; supervise senior thesis
Senior Instructor	ENGL A264 Intro to Creative Writing, Fall/Spring, 3 hrs; ENGL A464 Poetry Workshop, Spring, 3 hrs; ENGL A496 Senior Thesis, Fall/Spring/Summer, 3 hrs; ENGL A497 Directed Internship, Fall/Spring/Summer, 3 hrs;	MFA W. Michigan U. MA Ohio U.	Teach creative writing; supervise senior thesis; supervise directed internship
Asst. Professor	ENGL A461 Writing About the Arts, Spring, 3 hrs; ENGL A462 Technical Writing, Fall/Spring, 3 hrs; ENGL A493 Nonfiction Workshop Fall, 3 hrs; ENGL 497 Directed Internship, Fall/Spring/Summer, 3 hrs	Ph.D. W. Michigan U. MA Ohio U.	Teach professional and creative writing; supervise senior thesis; supervise directed internship

Total FTE needed to support the proposed program:  
Faculty: 2  
Staff: .5  
Administration: .25

### **Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The new program will use existing faculty, staff and personnel. No new salary lines will be requested.

## **Resources**

### **Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Through the Gregg-Graniteville Library, the USCA B.F.A. in Writing students will have access to: over 150,000 print volumes, over 4,600 media materials, 236 electronic databases (most with full text), over 110,000 e-journals, and approximately 382,000 e-books as well as more than 9,000 print government documents and electronic access to many additional titles. The library provides access to an adequate number of literary criticism databases for students in the proposed program. Additionally, 1,240 full-text literature and writing journal titles are available in databases. Monograph holdings are strongest in the areas of British and American literary criticism.

Current library holdings are adequate for the new program, thus new library funds are not requested.

### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The new program will make use of existing student support services (tutoring, counseling, job placement). Students will make use of the Writing Room for help in the preparation of required writing assignments. The Writing Room also offers weekly workshops on a variety of writing topics. Student Support offers counseling for students in need of such services. The Office of Career Services currently coordinates with all academic units for the purpose of placing students in internships as well as assisting with job searches. No new support services needed.

### **Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No extraordinary physical facilities are needed. All physical spaces used already meet ADA standards. The program will be housed within the Department of English which currently resides in the Humanities and Social Sciences building on the USC Aiken campus. The H&SS building contains adequate classroom space for the new program. All classrooms recently received renovations that included new tables and chairs, and new digital smart classroom equipment. Other spaces on campus may also be used for overflow teaching as well as special events:

Etherredge Center – a multi-purpose fine arts center where twice a year the Oswald Creative Writer’s Series is presented.

Business And Education Building - a classroom facility with up to date smart tools in each room; used for overflow teaching.

Gregg-Graniteville Library – the library for the entire campus which contains several spaces for special events such as student award ceremonies and public readings by faculty and students.

USC Aiken Downtown – USC Aiken’s footprint and outreach in the downtown Aiken area, a multi-purpose facility used by the department for authors’ receptions as well as public readings.

### **Equipment**

Identify new instructional equipment needed for the proposed program.

The new program will make use of existing physical resources (classrooms, smart classrooms, Blackboard). No new instructional equipment needed. Current classrooms expected to be used recently received upgrades of digital equipment (2018) as well new desks and chairs (2017).

### **Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

The new program will enhance recruitment for the overall English program by increasing the number of majors. No existing program will be adversely affected. We very recently terminated one degree option, our “BA English with concentration in Writing,” in order to make room for this new degree program.



**Financial Support**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Tuition Funding	\$155,970	\$155,970	\$207,960	\$207,960	\$259,950	\$259,950	\$311,940	\$311,940	\$363,930	\$363,930	\$1,299,750	\$1,299,750
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$767,720	\$767,720
Federal, Grant, or Other Funding												
<b>Total</b>	<b>\$309,514</b>	<b>\$309,514</b>	<b>\$361,504</b>	<b>\$361,504</b>	<b>\$413,494</b>	<b>\$413,494</b>	<b>\$465,484</b>	<b>\$465,484</b>	<b>\$517,474</b>	<b>\$517,474</b>	<b>\$2,067,470</b>	<b>\$2,067,470</b>
<b>Estimated Costs Associated with Implementing the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Program Administration and Faculty/Staff Salaries	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$153,544	\$767,720	\$767,720
Facilities, Equipment, Supplies, and Materials	\$1,867	\$1,867	\$1,867	\$1,867	\$1,867	\$1,867	\$1,867	\$1,867	\$1,867	\$1,867	\$9,335	\$9,335
Library Resources												
Other (specify)	\$10,289	\$10,289	\$10,289	\$10,289	\$10,289	\$10,289	\$10,289	\$10,289	\$10,289	\$10,289	\$51,445	\$51,445
<b>Total</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$165,700</b>	<b>\$828,500</b>	<b>\$828,500</b>
<b>Net Total (Sources of Financing Minus Estimated Costs)</b>	<b>\$143,814</b>	<b>\$143,814</b>	<b>\$195,804</b>	<b>\$195,804</b>	<b>\$247,794</b>	<b>\$247,794</b>	<b>\$299,784</b>	<b>\$299,784</b>	<b>\$351,774</b>	<b>\$351,774</b>	<b>\$1,238,970</b>	<b>\$1,238,970</b>

CAAL

05/14/2019

Agenda Item 4I

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

**Budget Justification**

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

This new degree program can be offered with existing faculty and courses.

Reallocation of existing funds: Existing faculty salaries based on average departmental salaries and fringe benefits for 2 FTE.

Supplies based on 13% of entire departmental supply budget (2FTE/15 FTE = 13%).

Other costs include work study, university scholarships and fee waivers (10% of norm).

Tuition funding is based on total students X \$5,199 (\$433.25/hr X 12 hrs.)

**Evaluation and Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
Students will demonstrate a knowledge of the movements, periods, and authors in British and American literature	Professional: Student artifacts sampled from ENGL A461 Writing About the Arts, ENGL A463 Writing Workshop-Nonfiction; fall/spring  Creative: Student artifacts samples from ENGL A264 Introduction to Creative Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A464 Writing Workshop-Poetry, ENGL A465 Playwriting, ENGL A466 Writing Workshop-Fiction, ENGL A496 Senior thesis; fall/spring
Students will give evidence of a working knowledge of literary/ professional/technical terms	Professional: Student artifacts sampled from ENGL A245 Writing in the Workplace, ENGL A345 Business Writing, ENGL A461 Writing About the Arts, ENGL A462 Technical Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A496 Senior thesis; fall/spring  Creative: Student artifacts samples from ENGL A264 Introduction to Creative Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A464 Writing Workshop-Poetry, ENGL A465 Playwriting, ENGL A466 Writing Workshop-Fiction, ENGL A496 Senior thesis; fall/spring
Students will demonstrate the ability to do a close reading of genres	Professional: Student artifacts sampled from ENGL A245 Writing in the Workplace, ENGL A345 Business Writing, ENGL A461 Writing About the Arts, ENGL A462 Technical Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A496 Senior thesis; fall/spring  Creative: Student artifacts samples from ENGL A264 Introduction to Creative Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A464 Writing Workshop-Poetry, ENGL A465 Playwriting, ENGL A466 Writing Workshop-Fiction, ENGL A496 Senior thesis; fall/spring
Students will demonstrate the ability to understand literature/professional/ technical writing in its cultural/social/ practical context(s)	Professional: Student artifacts sampled from ENGL A245 Writing in the Workplace, ENGL A345 Business Writing, ENGL A461 Writing About the Arts, ENGL A462 Technical Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A496 Senior thesis; fall/spring  Creative: Student artifacts samples from ENGL A264 Introduction to Creative Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A464 Writing Workshop-Poetry, ENGL A465 Playwriting, ENGL A466 Writing Workshop-Fiction, ENGL A496 Senior thesis; fall/spring

<p>Students will demonstrate the ability to locate, read, understand, and apply relevant literary criticism/ scholarship and/or professional/ technical practices and norms</p>	<p>Professional: Student artifacts sampled from ENGL A245 Writing in the Workplace, ENGL A345 Business Writing, ENGL A461 Writing About the Arts, ENGL A462 Technical Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A496 Senior thesis; fall/spring</p> <p>Creative: Student artifacts samples from ENGL A264 Introduction to Creative Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A464 Writing Workshop-Poetry, ENGL A465 Playwriting, ENGL A466 Writing Workshop-Fiction, ENGL A496 Senior thesis; fall/spring</p>
<p>Students will demonstrate the ability to write analytically and articulately, offering evidence of clarity, coherence, and style</p>	<p>Professional: Student artifacts sampled from ENGL A245 Writing in the Workplace, ENGL A345 Business Writing, ENGL A461 Writing About the Arts, ENGL A462 Technical Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A496 Senior thesis; fall/spring</p> <p>Creative: Student artifacts samples from ENGL A264 Introduction to Creative Writing, ENGL A463 Writing Workshop-Nonfiction, ENGL A464 Writing Workshop-Poetry, ENGL A465 Playwriting, ENGL A466 Writing Workshop-Fiction, ENGL A496 Senior thesis; fall/spring</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The department's assessment plan and results for program objectives and student learning outcomes are currently reviewed on a three-year rotation by USC Aiken's Academic Assessment Committee. This practice will continue. The unit head conducts a comprehensive review of the assessment data each academic year. Annual oversight of the department's assessment results is carried out by the Dean of the College and by the university's Executive Vice Chancellor for Academic Affairs.

Watermark is the repository for assessment reports. Relevant data and reports for this new degree program will be uploaded to and available from Watermark. Continuous improvement to both courses and program will be pursued in response to assessment findings.

Employment of graduates will be tracked through the cooperative efforts of the department, Office of Career Services, and the Alumni Office.

Artifacts will be harvested from the following sections:

Professional:

- ENGL A245 Writing in the Workplace
- ENGL A345 Business Writing
- ENGL A461 Writing About the Arts
- ENGL A462 Technical Writing
- ENGL A463 Writing Workshop-Nonfiction
- ENGL A496 Senior thesis

Creative:

- ENGL A264 Introduction to Creative Writing
- ENGL A463 Writing Workshop-Nonfiction
- ENGL A464 Writing Workshop-Poetry
- ENGL A465 Playwriting
- ENGL A466 Writing Workshop-Fiction
- ENGL A496 Senior thesis

In addition, graduating seniors will be given a required exit survey by the Office of Institutional Effectiveness

**B.F.A. IN WRITING**

Revised 5/14/2018

B.F.A. WRITING PROJECT EVALUATION

(Circle the number that corresponds to your evaluation of performance in each category)

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THESIS/THEME

Student has a well focused thesis/theme	Strongly Disagree					Strongly Agree
	1	2	3	4	5	

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DEVELOPMENT

Student demonstrates the ability to develop the thesis/theme logically and/or organically	Strongly Disagree					Strongly Agree
	1	2	3	4	5	

Student has demonstrated a knowledge of the movements, periods, and authors in British American literature	Strongly Disagree					Strongly Agree
	1	2	3	4	5	

Student gives evidence of a working knowledge of literary/professional/technical terms	Strongly Disagree					Strongly Agree
	1	2	3	4	5	

Student demonstrates the ability to do a close reading of genres	Strongly Disagree	1	2	3	4	5	Strongly Agree
Student reveals an understanding of literature/professional/technical writing in its cultural/social/practical context(s)	Strongly Disagree	1	2	3	4	5	Strongly Agree
Student demonstrates the ability to locate, read, understand, and apply relevant literary criticism/scholarship and/or professional practices and norms	Strongly Disagree	1	2	3	4	5	Strongly Agree

CONCLUSION

Student effectively ties together the overarching thesis/theme with relevant support/ideas	Strongly Disagree	1	2	3	4	5	Strongly Agree
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COMPOSITION

Student gives evidence of ability to write analytically and articulately, with clarity, coherence, and style	Strongly Disagree	1	2	3	4	5	Strongly Agree
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The program's graduates will be tracked by the English Department via an email/surface mail database that is kept on all English and English Education grads at USCA. Each year we reach out to our graduates via the database and invite them to contribute an update on their employment and family developments for the Graduate Updates section of the English Department newsletter. Copies of the newsletter are sent to all English/English Education grads.

The Office of Institutional Effectiveness, Research, and Compliance tracks all USCA graduates and gathers data on their employment status. The Veteran and Military Student Success Center also tracks all veteran/military family members after graduation.

Our target for each SLO measure with regard to assessment is an average score of 3.0. An average score below 3.0 in any category will result in monitoring for that element in future assessment cycles. In the event that the average score remains below 3.0 for any category, a faculty meeting will be held and strategies for improving student performance in that area will be discussed. These strategies will be implemented in all classes that address the deficient area in any way. If the changes result in the target score being met, then monitoring will remain in place for a period of five assessment cycles. In the event that the target score is not met, further actions will be taken to address the issue including: workshops/training for faculty who teach courses that address the deficient area, Writing Room workshops for students who have difficulties with the skillset(s) related to the deficient area, and referrals by instructors for one-on-one tutorials with professional Writing Room tutors with students whom the instructors identify as deficient in the target area.

### **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

- Yes  
 No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

- Yes  
 No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes  
 No