

ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

November 12, 2020

ACTION: **Approve Addition of Bachelor of Arts in Advanced English Studies Comprehensive Major for Chadron State College**

Per Board Policy 4200, which requires all new academic programs to be submitted to the Board for approval, Chadron State seeks approval to add the following undergraduate comprehensive major beginning Fall 2021:

B.A. in Advanced English Studies

The System Office and Chadron State College recommend approval of the Addition of BA in Advanced English Studies Comprehensive Major for Chadron State College.

ATTACHMENTS:

- CSC Comprehensive Major in Advanced English Studies Proposal - Nov 2020 Final (PDF)

Chadron State College
Proposal to Add a New Comprehensive Major in Advanced English Studies

1. Descriptive Information

- a. Name of Institution:
Chadron State College
- b. Name of Program:
Advanced English Studies (Comprehensive Major)
- c. Degrees/credentials to be awarded graduates of the program:
Bachelors of Arts in Advanced English Studies
- d. Other programs offered in this field by the institution:
No other similar comprehensive degree program offered on campus, but an existing subject major in Literature is currently offered, as well as a field endorsement in English Language Arts
- e. CIP code:
23.0101 – English Language and Literature
- f. Administrative units for the program:
School of Liberal Arts
Department of Justice Studies, Social Sciences and English
- g. Proposed delivery site(s) and type(s) of delivery if applicable:
Offered at Chadron State College campus with face-to-face delivery
- h. Proposed date (term/year) the program will be initiated:
Initial offering to begin Fall 2021
- i. Description, including credit hours and other requirements (program of study) and purpose of the proposed program

The following related programs are currently offered:

- a 36-credit hour B.A. in Literature;
- a 51-credit hour Field Endorsement in English Language Arts (Grades 7-12);
- a 24-credit hour Middle Level Education Academic Area in English Language Arts (Grades 5-9); and
- four 21-credit hour Minors in Comparative Philosophy, Creative Writing, English, and Interdisciplinary Humanities.

Proposed Comprehensive Major in Advanced English Studies:

This proposal is modeled on Wayne State College's comprehensive major in English Writing and Literature (page 134 in the WSC 2019-20 General and Graduate Catalog), which has a 15-hour core within their subject major, followed by two tracks or emphases: a 15-hour writing option or a 21-hour literature option. Their comprehensive major then requires students to complete both the literature and writing concentrations, in addition to the core, for a total of 48 credits.

The proposal similarly builds upon a “core” of coursework that will be shared across all degree options, from minor, to subject major, to this proposed comprehensive major.

On March 3, 2020, the CSC Academic Review Committee approved these revisions, and the next catalog will feature a “Subject Major in English Studies” and a “Literature Minor” that share this central core that is then expanded upon for this proposed new Comprehensive Major. This approach will create more options for CSC writing students, whose enrollment is growing, and ensure an easy transition from minor to major or vice versa to better meet student needs.

Some key features of the proposed changes include:

- **THE CORE (27 Credits):**
 - Creates a “Writing and Rhetoric” category for students to choose between three options, best suited to their chosen concentration.
 - Requires at least one “Diversity” course, and makes “World Literature” a requirement for all majors/minors.
 - Adds a “Regional Emphasis” requirement (3 Credits) in the core.

- **THE OPTIONS (30 Credits):**
 - “Humanities and Diversity.” Charts emphases in Diversity Literature, Interdisciplinary Humanities, and Philosophy as proposed by the instructors in those disciplines.
 - “Creative Writing” builds upon the requirements of the subject major by adding more courses and electives that are in keeping with the best practices promoted by the Association of Writers and Writing Programs (AWP).
 - “Literary Studies” builds upon the requirements of the subject major by adding more courses and electives that will support a rigorous and substantial study of literature and its associated disciplines (interdisciplinary humanities and philosophy). The choice will allow students to chart a path in consultation with their advisors that best meets their individual needs based on their professional goals.

- **NEW COURSES (descriptions provided below):**
 - ENG 391 Internship In English
 - ENG 446 Cross-Cultural Studies/Literature (for study-abroad—aligns with CJ 446)
 - ENG 490 Researching Professional Futures (“capstone” course integral to the updated program and designed to prepare our students for graduate study or careers in this field)
 - ENG 496 Seminar in Poetic Forms & Poetics (new course to support Creative Writing Emphasis in Subject Major and Concentration in the Comprehensive Major)
 - ENG 497 Seminar in Narrative Strategies (new course to support Creative Writing Emphasis in Subject Major and Concentration in the Comprehensive Major)
 - ENG 498 Advanced Topics in Creative Writing (new course to support Creative Writing Emphasis in Subject Major and Concentration in the Comprehensive Major)

The proposed CSC Catalog language for the **Bachelor of Arts – Comprehensive Major in Advanced English Studies** is as follows:

CORE REQUIREMENTS **27 CREDITS**

ENG 233	ELEMENTS OF LITERATURE	3
American Literature -- Select one of the following:		3
ENG 232A	HISTORY OF AMERICAN LITERATURE TO 1865	
ENG 232B	HISTORY OF AMERICAN LITERATURE FROM 1865	
British Literature -- Select one of the following:		3
ENG 236A	HISTORY OF BRITISH LITERATURE TO 1795	
ENG 236B	HISTORY OF BRITISH LITERATURE FROM 1795	
Writing and Rhetoric -- Select one of the following:		3
ENG 299	INTRODUCTION TO CREATIVE WRITING	
ENG 321	THE ART OF RHETORIC	
ENG 361	DIGITAL COMPOSITION	
Diversity Literature -- Select one of the following:		3
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY AND DIFFERENCE	
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 435	NATIVE AMERICAN LITERATURE	
Regional Literature -- Select one of the following:		3
ENG 341	LITERATURE OF THE AMERICAN WEST	
ENG 344	LITERATURE OF THE ENVIRONMENT	
ENG 435	NATIVE AMERICAN LITERATURE	
ENG 436	WORLD LITERATURE	3
ENG 440	THEORY AND PRACTICE OF LITERARY CRITICISM	3
ENG 442	MAJOR WRITERS	3

CHOOSE ONE OPTION:**HUMANITIES AND DIVERSITY OPTION** **30 CREDITS**

Diversity Literature -- Select two not taken in the core:		6
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY AND DIFFERENCE	
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 435	NATIVE AMERICAN LITERATURE	
Studies in Interdisciplinary Humanities:		9
HUM 335	COMPARATIVE RELIGIONS	
HUM 369	PHILOSOPHY AND DOCUMENTARY FILM	
HUM 333	EXPLORATIONS IN THE HUMANITIES	
Studies in Philosophy -- Select two:		6
PHIL 269	ETHICS, SOCIETY AND CURRENT ISSUES	
PHIL 336	BIOMEDICAL ETHICS	
PHIL 337	ENVIRONMENTAL ETHICS	
PHIL 370	CIVIL DISCOURSE AND CIVIC VIRTUE	
PHIL 432	ETHICS	

Select six credits of the following courses not taken in the core, three of which must be upper-division: 6

ENG 260	LITERARY EXPLORATIONS	
ENG 235	CHILDREN'S LITERATURE	
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY AND DIFFERENCE	
ENG 340	CONTEMPORARY LITERATURE	
ENG 341	LITERATURE OF THE AMERICAN WEST	
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 343	LITERATURE AND PHILOSOPHY	
ENG 344	LITERATURE OF THE ENVIRONMENT	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 346	LITERATURE OF THE BIBLE	
ENG 431	TOPICS IN ENGLISH	
ENG 432	SHAKESPEARE	
ENG 446	CROSS CULTURAL STUDIES/LITERATURE	
ENG 490	RESEARCHING PROFESSIONAL FUTURES	3

CREATIVE WRITING OPTION 30 CREDITS

Select three of the following (one may be repeated): 9

ENG 399A	INTERMEDIATE CREATIVE WRITING: NONFICTION	
ENG 399B	INTERMEDIATE CREATIVE WRITING: FICTION	
ENG 399C	INTERMEDIATE CREATIVE WRITING: POETRY	

Select nine credits of the following courses not taken in the core, six of which must be upper-division: 9

ENG 260	LITERARY EXPLORATIONS	
ENG 235	CHILDREN'S LITERATURE	
ENG 300	GRAPHIC NOVEL: STUDIES IN DIVERSITY AND DIFFERENCE	
ENG 340	CONTEMPORARY LITERATURE	
ENG 341	LITERATURE OF THE AMERICAN WEST	
ENG 342	MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 343	LITERATURE AND PHILOSOPHY	
ENG 344	LITERATURE OF THE ENVIRONMENT	
ENG 345	GENDER, SEXUALITY, AND LITERATURE	
ENG 346	LITERATURE OF THE BIBLE	
ENG 361	AGE DIGITAL COMPOSITION	
ENG 431	TOPICS IN ENGLISH	
ENG 432	SHAKESPEARE	
ENG 446	CROSS CULTURAL STUDIES/LITERATURE	
ENG 496	SEMINAR IN POETIC FORMS & POETICS	3
ENG 497	SEMINAR IN NARRATIVE STRATEGIES	3
ENG 498	ADVANCED TOPICS IN CREATIVE WRITING	3
ENG 499	CREATIVE WRITING CAPSTONE	3

LITERARY STUDIES OPTION 30 CREDITS

Select two of the following surveys not taken in the core: 6

ENG 232A	HISTORY OF AMERICAN LITERATURE TO 1865	
ENG 232B	HISTORY OF AMERICAN LITERATURE FROM 1865	
ENG 236A	HISTORY OF BRITISH LITERATURE TO 1795	
ENG 236B	HISTORY OF BRITISH LITERATURE FROM 1795	

Select two of the following creative writing courses:	6
ENG 361 DIGITAL COMPOSITION	
ENG 399A INTERMEDIATE CREATIVE WRITING: NONFICTION	
ENG 399B INTERMEDIATE CREATIVE WRITING: FICTION	
ENG 399C INTERMEDIATE CREATIVE WRITING: POETRY	
ENG 496 SEMINAR IN POETIC FORMS & POETICS	
ENG 497 SEMINAR IN NARRATIVE STRATEGIES	
Select nine credits not taken in the core, six of which must be upper-division:	9
ENG 260 LITERARY EXPLORATIONS	
ENG 235 CHILDREN'S LITERATURE	
ENG 300 GRAPHIC NOVEL: STUDIES IN DIVERSITY AND DIFFERENCE	
ENG 340 CONTEMPORARY LITERATURE	
ENG 341 LITERATURE OF THE AMERICAN WEST	
ENG 342 MULTI-ETHNIC LITERATURE IN ENGLISH	
ENG 343 LITERATURE AND PHILOSOPHY	
ENG 344 LITERATURE OF THE ENVIRONMENT	
ENG 345 GENDER, SEXUALITY, AND LITERATURE	
ENG 346 LITERATURE OF THE BIBLE	
ENG 431 TOPICS IN ENGLISH	
ENG 432 SHAKESPEARE	
ENG 435 NATIVE AMERICAN LITERATURE	
ENG 438 ADOLESCENT LITERATURE	
ENG 441 NOVELS	
ENG 442 MAJOR WRITERS	
ENG 446 CROSS CULTURAL STUDIES	
Select one of the following Interdisciplinary Humanities courses:	3
HUM 232 CLASSICAL HUMANITIES	
HUM 233 MEDIEVAL TO RENAISSANCE	
HUM 234 THE AGE OF ENLIGHTENMENT TO ROMANTICISM	
HUM 235 MODERNISM TO POSTMODERNISM	
HUM 301 BEAT CULTURE: FILM, PHILOSOPHY, AND LITERATURE	
HUM 302 FILM AND PHILOSOPHY	
HUM 334 INTRODUCTION TO FILM	
PHIL 231 INTRODUCTION TO PHILOSOPHY	3
ENG 490 RESEARCHING PROFESSIONAL FUTURES	3

New Course Descriptions:

ENG 391 INTERNSHIP IN ENGLISH **1-3 Credits**

Provides practical experience in a field related to English.

Add Consent: Department Consent

Notes: Interested students should contact the Internship and Career Services office to secure application materials; application should be made prior to the semester the internship will be started; the amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

Requirements: Dean of the School of Liberal Arts, Department Chairperson, and the student's major advisor must approve program prior to semester of internship.

ENG 446 CROSS-CULTURAL STUDIES/LITERATURE **1-3 Credits**

A study of the cross-cultural differences in literature composed in specific places in historical times. This course examines the impact of cultural factors (historical, religious, social, and political) on the production and interpretation of a work of literature. This course requires participation in a study abroad program.

Prerequisites: Sophomore or above status

Add/Drop consent: Instructor consent

ENG 490 RESEARCHING PROFESSIONAL FUTURES **3 Credits**

A study of professional options for majors and minors on graduation. The course will focus on student-driven research into career and graduate school options, drafting of job or application materials, and interview practice. Will result in the creation of either a thesis or professional portfolio.

Prerequisites: Senior status (or permission of instructor)

ENG 496 SEMINAR IN POETIC FORMS & POETICS **3 Credits**

Study of the elements of poetic form and theory.

Prerequisites: ENG 299 or permission of instructor.

ENG 497 SEMINAR IN NARRATIVE STRATEGIES **3 Credits**

Study in the elements of narrative strategies and theory.

Prerequisites: ENG 299 or permission of instructor.

ENG 498 ADVANCED TOPICS IN CREATIVE WRITING **3 Credits**

Special topics in Advanced Creative Writing.

Prerequisites: ENG 299 or permission of instructor.

2. Centrality to Role and Mission

Given the variety of disciplines housed in the Department of Justice Studies, Social Sciences and English, there is a benefit to providing “guided choice” to students across multiple pathways, something a comprehensive major can do quite well, and is a feature of Wayne State College’s literature and writing options. With the growth in the Creative Writing minor, and its impacts on other areas of the program, there needs to be more options for writers beyond the minor. The solution is to align all CSC English Subject Majors, and the Minor, around a shared CORE of courses that the majority of all students will take, followed by various “pathways” that allow for greater emphasis in Creative Writing or Literature (in the Subject Major) and Creative Writing, Literature and Interdisciplinary Humanities & Philosophy (in the Comprehensive Major).

Aligning around a shared “core” allows the following benefits:

- Ensures the subject and comprehensive majors require roughly the same “core” courses (as well as with the revised minors) in which benefits course rotation and planning.
- Students can start out in the subject major and then advance to the comprehensive major if they want, with roughly the same courses simply applying to the new major. In the same way, a student completing the proposed literature minor or the current creative writing minor should be able to step up to the majors with that same coursework.
- Offers greater options to the increasing number of students interested in creative writing who want to advance their studies: an intermediate path in the subject major, or the more intense and interdisciplinary focus outlined in this comprehensive major. This recognizes the energy of the growing enrollment of creative writing in program.
- Eliminates the untenable “Lit Major/Creative Writing Minor Waiver” approach that current students must follow, including additional paperwork to track courses and avoid duplication

between minor and major. This approach has created problems for the CSC Student Records office, which is one reason why these revisions have the full support of the Registrar and VPAA.

While providing more guided choices for the students in this program, working from a shared core will allow for more predictable planning and scheduling by funneling students through some basic areas: diversity literature, writing and rhetoric and regional literature. One concern with the current program is an overreliance on long lists of elective courses with unpredictable enrollment patterns. This proposal maintains the key element of choice, but in certain areas content is emphasized that *all* students in the various programs must complete, while maintaining the broader list of electives they may take to finish up their program to ensure focus in areas associated with future career goals, making course scheduling more consistent and predictable.

The proposed changes to the literature minor (formerly English minor) will mean that 18 of the 21 credits will be exactly the same as the core of the subject major. The proposed comprehensive major would use those same 21 credits as the basis of its 26 hour core. Much consideration has been given to the alignment of these areas from minor to major to comprehensive major.

The proposed comprehensive major should appeal to students on the graduate student path or those who simply want a more developed and interdisciplinary major. In addition to the 21 credit core found in the subject major, these students will find a more “professional” path, with additional required coursework in Major Authors, Literary Criticism, and a new Capstone course designed to prepare these students for options to apply these advanced studies, either in graduate school or in their chosen career paths.

In addition, each of the Options emphasize key elements of career readiness, a major goal outlined in the Nebraska State College System 2025 Strategic Plan:

- “Humanities and Diversity” (formerly “Diversity and Social Justice” in our previous comprehensive major proposal), charts emphases in Diversity Literature, Interdisciplinary Humanities, and Philosophy as proposed by the instructors in those disciplines. Students following this path should be well-positioned to apply for a variety of graduate programs in these areas or other advanced studies.
- “Creative Writing” builds upon the requirements of the subject major by adding more courses and electives that are in keeping with the best practices promoted by the Association of Writers and Writing Programs (AWP). Students following this path should be well-positioned to apply for Master of Fine Arts (MFA) programs in Creative Writing.
- “Literary Studies” builds upon the requirements of the subject major by adding more courses and electives that will support a more rigorous and substantial study of literature and its associated disciplines (interdisciplinary humanities and philosophy). Students following this path should be well-positioned to apply for graduate programs in literature or jobs focused on publishing, research, or communication.
- Regardless of the degree option selected, students seeking careers in the region should be well-positioned to engage the “broad spectrum of communities” and “become future citizens and leaders . . . in rural America by facilitating local, regional, national, and global connections,” as outlined in the current CSC Master Academic Plan.

A key innovation in this proposal is an emphasis on “regional literature” and to align with several of the major goals and outcomes of both CSC and the Nebraska State College System in the overall

structure of the minors and majors:

- A major concern for all of CSC programs is how they may translate into marketable skills for workforce and career tracks these students are likely to encounter. Most of English graduates will find work in this general area, so these proposed changes should better position them for such pathways.
- These emphases align with the new CSC Mission: “Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.”
- These emphases also align with the CSC Master Academic Plan Objectives “Establish CSC as a model Rural Service Institution (RSI) for Frontier and Remote (FAR) and High Plains regions that contributes to fostering rural/urban connections, understanding the differences and similarities of rural/urban regions, and increasing public awareness of the benefits of higher education.” AND “Encourage the integration of soft skills and civility to boost the viability of FAR regions worldwide.”
- NSCS 2025 Strategic Plan:
 - Student Retention: These changes may engage students in a regional emphasis and celebrate the resources of this area, thus leading to better retention rates.
 - Students Completing Academic Experiential Learning Activities: The many extracurricular activities related to literature and creative writing (10th Street Miscellany Literary Journal, Sigma Tau Delta Honor Society, Story Catcher Summer Writing Workshop, Distinguished Writers Series) should keep students engaged in this program.
 - Workforce and Economic Impact: Graduates will have a better sense of the history, diverse cultures and traditions of the region, and will be better equipped to work with the citizens of the region. Understanding of the future impact of climate change will equip them to be prepared. Regional studies can also encourage students away from the tendency to isolate or be insulated in rural areas—by interrogating our place in the rural environment more fully through literature and the humanities.
- Sandoz Society Resources:
 - Partnership with Sandoz is STRONG. They have contributed over \$50,000 across eight years for the Writing Workshop. They have also funded visiting writers, and the center itself seeks more engagement from CSC students. The VPAA works closely with the Sandoz Society and the Sandoz Center.
 - According to the latest treasurer’s report, the Society holds \$1,666,082 in overall endowments, including \$1,320,339 in the Pilster Endowment, which targets funding towards issues related to the high plains region.
- Environmental Studies is a very popular academic arena right now. Incorporating more of this element, as well as regional studies, will strengthen this major and increase its popularity. (CSC itself has obviously put forth this interest—with the RHOP, RLOP and Rural Studies emphases).

ADDITIONAL CONSIDERATIONS

The English faculty have been guided by the national conversation related to the future of this field. These proposed changes to the program are influenced by the following:

- The 2018 report “A Changing Major: The Report of the 2016–17 ADE Ad Hoc Committee on the English Major” <https://www.ade.mla.org/Resources/Reports-and-Other-Resources/A-Changing-Major-The-Report-of-the-2016-17-ADE-Ad-Hoc-Committee-on-the-English-Major>
- Inside Higher Ed: “The Health of the English Major”:
<https://www.insidehighered.com/news/2018/07/18/new-analysis-english-departments-says-numbers-majors-are-way-down-2012-its-not-death>
- Association of Writers and Writing Programs (AWP) “Hallmarks of an Effective BFA Program or BA Major in Creative Writing”:
https://www.awpwriter.org/guide/directors_handbook_hallmarks_of_an_effective_bfa_program_or_ba_major_in_creative_writing
- Strategic Initiatives related to the future workforce (with emphasis on flexible job skills and platforms and globalization). See the 2030 visions/initiatives of BluePrint Nebraska – Growing the Good Life: Working to create a new standard of sustainable economic prosperity for all Nebraskans (<https://blueprint-nebraska.org>) and UNESCO/Sustainable Development Goals (<https://en.unesco.org/sdgs>).

3. Evidence of Need and Demand

Based on recent enrollment data, the CSC literature major and English minor (and, until 2017, the writing minor) have generally attracted only a handful of students each academic year in comparison to the English education program focused on teacher preparation. However, with an emphasis on creative writing in the English program introduced in 2014, and the hiring of a full-time writing specialist, there has been major enrollment growth in creative writing courses and, since 2017, the new creative writing minor.

Enrollment numbers for this most recent academic year (2019-20) reflect 30 students declared as creative writing minors, and 25 students declared as literature majors (compared to 16 English education majors). In the Spring 2020 term, 14 students filed the required paperwork to combine a creative writing minor & literature major. Therefore, it is more accurate to assume that in the most recent academic year there were approximately 16 stand-alone creative writing minors and 11 stand-alone literature majors, with 14 additional students completing both programs simultaneously. A large number of these students would be candidates for this new comprehensive major.

These enrollment trends illustrate an increased interest in literary studies (as compared to English education) and, especially, creative writing (as well as comparative philosophy and interdisciplinary humanities). Students have expressed frustration in a lack of offerings beyond the minor, or the narrow focus of the traditional literature major.

Career prospects are strong for graduates of such a program. As always, English (and the humanities in general) is perceived as a great “general purpose” degree, particularly in fields that require excellent communication skills and critical thinking, and the “soft skills” of collaboration, initiative, independence and sensitivity to the human condition (empathy, diversity, ethics, etc...). This is summarized well in a 2010 Met Life survey of teachers outlining how best to prepare students for

fulfilling careers: “Looking at what constitutes preparation, teachers, parents, and executives believe that higher-order, cross-disciplinary skills (such as writing, critical thinking, and problem solving), and self-motivation and team skills are more important for college preparation than higher-level content in mathematics and science,” and “executives place much greater emphasis than the other groups on the capacity for teamwork.” All of these skills are forged within the liberal arts, especially an English degree. (<https://files.eric.ed.gov/fulltext/ED519278.pdf>)

Many studies and articles have been published over the last ten years attesting to both the marketability and need for graduates in the humanities, and English. These include:

Aimee, Picchi, “English majors, rejoice: Employers want you more than business majors.” CBS News. 26 Oct. 2018 <https://www.cbsnews.com/news/english-majors-rejoice-employers-want-you-more-than-business-majors/>.

Anders, George. “That ‘Useless’ Liberal Arts Degree Is Tech’s Hottest Ticket.” *Forbes*. 17 Aug. 2016. <http://www.forbes.com/sites/georgeanders/2015/07/29/liberal-arts-degree-tech/#2a92dda65a75>.

Dockweiler, Scott. “Have a Liberal Arts Degree? These Companies Want to Hire You.” *themuse*. <https://www.themuse.com/advice/have-a-liberal-arts-degree-these-companies-want-to-hire-you>.

Giang, Vivian. “Logitech CEO: ‘I Love Hiring English Majors.’” *Business Insider*. 20 June 2013 <http://www.businessinsider.com/logitech-ceo-bracken-darrell-loves-hiring-english-majors-2013-6>

Glaser, Don. “The Risky English Major? Not So Fast.” *U.S. News & World Report*. 11 May 2015. <http://www.usnews.com/opinion/knowledge-bank/2015/05/11/stem-fields-benefit-from-liberal-arts-skills>

Long, Heather. “The world’s top economists just made the case for why we still need English majors.” *The Washington Post* 10 Oct. 2019 <https://www.washingtonpost.com/business/2019/10/19/worlds-top-economists-just-made-case-why-we-still-need-english-majors/>

Martizunni, Bruna. “Why English Majors Are the Hot New Hires.” *Open Forum*. 11 Jul. 2011. <https://www.americanexpress.com/us/small-business/openforum/articles/why-english-majors-are-the-hot-new-hires/>

Selinger, Jeffery J. “Six Myths about Choosing a College Major.” *The New York Times*. 3 Nov. 2017. <https://www.nytimes.com/2017/11/03/education/edlife/choosing-a-college-major.html>

Waller, Nikki. “Hunting for Soft Skills, Companies Scoop up English Majors.” *The Wall Street Journal*. 15 Oct. 2016. <https://www.wsj.com/articles/hunting-for-soft-skills-companies-scoop-up-english-majors-1477404061>

Current national jobs data from the most recent Occupational Outlook Handbook (Bureau of Labor Statistics: <https://www.bls.gov/ooh/>) as well as the “Projections Central” website sponsored by the U.S. Department of Labor, Employment & Training Administration, with technical support from the Bureau of

Labor Statistics (<http://www.projectionscentral.com>) shows that careers which *directly* relate to writing or the arts (novelist, poet, free-lance writer) have, as always, limited potential, but that areas that are often combined with the skills related to these areas (teaching/education/training, social media and public relations, grant writing and, especially, professional or technical writing) have strong prospects. Nebraska (and national) jobs data is most accessible through the U.S. Department of Labor “American Job Center” sponsored website “CareerOneStop.”

Below is a sampling of data from their career categories most relevant to this degree:

Arts, Design, Entertainment, Sports, and Media

- **Copy Writer** (Production Director, Web Content Writer, Advertising Writer, Freelance Copywriter, Advertising Copy Writer, Copywriter, Advertising Associate, Copy Writer, Account Executive, Communications Specialist):
 - Nebraska 2016 employment: 1,050; For 2026: 1,130 (7% increase). 100 annual projected job openings.
 - UNITED STATES: 12,800 annual projected job openings.
- **Editor** (Acquisitions Editor, Sports Editor, Business Editor, Web Editor, Editor, Features Editor, Science Editor, Newspaper Copy Editor, News Editor, Legal Editor):
 - Nebraska 2016 employment: 620; For 2026: 600 (4% decrease). 60 annual projected job openings.
 - UNITED STATES: 12,400 annual projected job openings.
- **Creative Writers, Lyricists, and Poets** (Create original written works, such as scripts, essays, prose, poetry or song lyrics, for publication or performance.):
 - Nebraska 2016 employment: 1,050; For 2026: 1,130 (7% increase). 100 annual projected job openings.
 - UNITED STATES: 12,800 annual projected job openings.
- **Producers** (Plan and coordinate various aspects of radio, television, stage, or motion picture production, such as selecting script, coordinating writing, directing and editing, and arranging financing).
 - Nebraska 2016 employment: 420; For 2026: 470 (13% increase). 40 annual projected job openings.
 - UNITED STATES: 16, 000 annual projected job openings.
- **Public Relations Specialists** (Communications Specialist, Public Relations Specialist, Corporate Communications Specialist, Media Relations Specialist, Public Affairs Specialist, Account Executive, Public Information Officer, Communications Director, Public Relations Coordinator, Public Information Specialist).
 - Nebraska 2016 employment: 2,230; For 2026: 2430 (9% increase). 240 annual projected job openings.
 - UNITED STATES: 30,700 annual projected job openings.
- **Reporters and Correspondents** (Collect and analyze facts about newsworthy events by interview, investigation, or observation. Report and write stories for newspaper, news magazine, radio, or television.).
 - Nebraska 2016 employment: 560; For 2026: 470 (15% decrease). 40 annual projected job openings.

- UNITED STATES: 4,400 annual projected job openings.
- **Technical Writers** (Write technical materials, such as equipment manuals, appendices, or operating and maintenance instructions. May assist in layout work):
 - Nebraska 2016 employment: 330; For 2026: 380 (17% increase). 40 annual projected job openings.
 - UNITED STATES: 6,100 annual projected job openings.

Education, Training and Library

- **Adult Basic and Secondary Education and Literacy Teachers and Instructors** (Teach or instruct out-of-school youths and adults in remedial education classes, preparatory classes for the General Educational Development test, literacy, or English as a Second Language.)
 - Nebraska 2016 employment: 540; For 2026: 580 (7% increase). 60 annual projected job openings.
 - UNITED STATES: 6,600 annual projected job openings.
- **Area, Ethnic, and Cultural Studies Teachers, Postsecondary** (With Further Graduate Studies: Teach courses pertaining to the culture and development of an area, an ethnic group, or any other group, such as Latin American studies, women's studies, or urban affairs. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.)
 - Nebraska 2016 employment: 50; For 2026: 50. UNITED STATES: 1200 annual projected job openings.
 - UNITED STATES: 1,200 annual projected job openings.
- **English Language and Literature Teachers, Postsecondary** (With Further Graduate Studies: Teach courses in English language and literature, including linguistics and comparative literature. Includes teachers primarily engaged in teaching and those who combine teaching and research.)
 - Nebraska 2016 employment: 350; For 2026: 370. (6% increase). 30 annual projected job openings.
 - UNITED STATES: 7,300 annual projected job openings.
- **Librarians** (With Further Graduate Studies: Teach courses in English language and literature, including linguistics and comparative literature. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.)
 - Nebraska 2016 employment: 1,050; For 2026: 1,120. (6% increase). 110 annual projected job openings.
 - UNITED STATES: 14,700 annual projected job openings.
- **Secondary School Teachers** (With CSC Post-Baccalaureate or Alternative Certification: English Teacher, History Teacher, Secondary Teacher, Art Teacher, Social Studies Teacher, etc...)
 - Nebraska 2016 employment: 8,240; For 2026: 8,760. (6% increase). 630 annual projected job openings.
 - UNITED STATES: 80,300 annual projected job openings.

Computer & Mathematical

- **Video Game Designers** (Design core features of video games. Specify innovative game and role-play mechanics, story lines, and character biographies. Create and maintain design documentation. Guide and collaborate with production staff to produce games as designed)

- Nebraska 2016 employment: 1,490; For 2026: 1,700 (14% increase). 130 annual projected job openings.
- UNITED STATES: 35,700 annual projected job openings.

4. Adequacy of Resources

a. Faculty and Staff Resources

Currently, eight full-time, tenure-track faculty and, for the last several years, one additional full-time appointment, deliver the various programs and the many courses contributed in the discipline of English to the Essential Studies and the Transitional Studies Programs. At this time, no additional faculty resources would be needed to deliver the proposed Comprehensive Major as the new courses would become part of the regular rotation with current writing and literature faculty, who can adjust from teaching Essential Studies courses (such as FYI, CAP and other courses) as needed.

Moreover, the number of students that CSC anticipates attracting with the proposed major will only increase or stabilize the viability of many of the same courses that students in other major and minor programs take. Attraction of a significant number of students to the program may support an increase in faculty resources, and development of further writing and literature opportunities may indicate a need to hire faculty with training or experience appropriate to such a concentration.

b. Physical Facilities

Current facilities, which includes both office space for faculty and staff and classroom instructional space, are sufficient to support the proposed Comprehensive Major.

c. Instructional Equipment and Informational Resources

No additional resources are needed at this time. Development of a Professional Writing track may indicate a need for an increase in appropriate library holdings – digital or physical – and potentially additional computer, data, or telecommunication resources.

d. Budget Projections

Since this proposal adds a comprehensive major within a discipline that already includes the expansive curriculum to support the English Language Arts Field Endorsement and other academic offerings, additional faculty are not required to fully offer the curriculum for this new program. Changes to the course rotation and existing faculty teaching loads can accommodate the new courses that will be offered for the program. Therefore, the primary cost to adding this new program will be a short-term marketing budget for promoting this as an available major for students. This cost is set at \$2500 for the first two years of the program. Overall, total expenses for the first five years as a result of the addition of this new comprehensive major are **\$5000**.

Revenue from enrollment of current students who may switch to this comprehensive major and will take an additional 21 hours of coursework is calculated at zero, since these CSC students will drop any proposed minor and thus offset the increased hours in the program. Revenue from net new students who CSC expects to attract with this new major is based on the addition of 5 new students per year, each taking 15 credits of coursework each semester, for a total of 30 credits per

year. Overall, the projected revenue for the first five years, at a modest increase of 5 new students selecting to attend CSC and majoring in this program per year, is **\$535,647**.

Please refer to the completed Program Expense and Program Revenue Tables at end of proposal.

5. Avoidance of Unnecessary Duplication

Most institutions in the region offer something comparable to CSC's current Subject Major in Literature, although typically (though not always) with a core of literature courses followed by an emphasis of 12 hours in, for example, Literature, Creative Writing, Rhetoric & Writing. The total course credits in these programs run 36 to 48 hours. The following institutions match this description:

- Shawnee State University (48 hours, English and Humanities Major)
- Ohio State University – Lima (39 hours, with core and concentrations)
- Lincoln University (39-42 hours, with core and concentrations)
- Mayville State University (33 hours, English Major)
- University of Wyoming (36 hours, core and concentrations)
- Black Hills State University (45 hours, English Major)
- Wayne State College (30-36 hours, core and concentrations)
- Colorado State University (42 hours, core and concentrations)
- University of Colorado – Boulder (45 hours, core and concentrations)
- University of Nebraska – Kearney (36 hours, core and concentrations)
- University of Nebraska – Omaha (30-39 hours, core and concentrations)
- University of Nebraska – Lincoln (39 hours, English Major)

A few other institutions offer more extensive programs comparable to what is being proposed. The credit hours in these programs range from 45 to 57 hours and include tracks like Literature, Writing, Linguistics, Creative Writing, and Technical Communication. The following institutions match this description:

- Montana State University (585 miles from Chadron) (45-48 hours, core and concentrations)
- Peru State College (490 miles from Chadron) (51-57 hours, core and concentrations)
- Missouri Western State University (569 miles from Chadron) (49-52 hours, core and concentrations)

CSC's research suggests that this proposed program would provide an educational opportunity not otherwise available for 500 miles in every direction. However, what particularly sets this proposed program apart from those listed above is the deliberate alignment of the proposed tracks with potential professional, graduate, and career trajectories, that are reflective of current trends.

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The proposed Comprehensive Major in English Studies supports several key recommendations in Nebraska's Comprehensive Statewide Plan for Postsecondary Education. Many high school students are taking dual enrollment courses and seek additional challenge in their college major, which the

comprehensive major would provide. The increased emphasis on writing in the comprehensive major develops specific workforce skills as well as brings professional writers to campus, thus supporting the vitality of the region. The comprehensive major offers a track in Humanities and Diversity Studies, which supports the needs of the increasingly diverse college population in Nebraska. New courses in diverse literatures will help the program “promote an awareness and appreciation of cultural and racial diversity,” in line with our institutional commitment to its role in multicultural society. At the same time, an emphasis on “regional” studies across the core will prepare graduates to work and live in the area with greater sensitivity and understanding of the regional cultural traditions, and its challenges heading into the future. The comprehensive major helps students develop digital literacy and specific workforce skills in information technology and online writing. Finally, the comprehensive major offers opportunities for students to have real-world experience through internships and work experiences.

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY22/23)		(FY23/24)		(FY24/25)		(FY25/26)		(FY26/27)		Total	
	Year 1		Year 2		Year 3		Year 4		Year 5		FTE	Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty (Adjunct) ¹	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Support staff	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Subtotal	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Operating												
General Operating	\$0		\$0		\$0		\$0		\$0		\$0	
Equipment	\$0		\$0		\$0		\$0		\$0		\$0	
New or renovated space	\$0		\$0		\$0		\$0		\$0		\$0	
Library/Information Resources ²	\$0		\$0		\$0		\$0		\$0		\$0	
Marketing	\$2500		\$2500		\$0		\$0		\$0		\$5000	
Subtotal	\$0		\$0		\$0		\$0		\$0		\$0	
Total Expenses	0	\$2550	0	\$2500	0	\$0	0	\$0	0	\$0	0	\$5000

¹The existing faculty will be able to provide all of the courses in this program with no additional expenses for general operating, equipment, or new/renovated spaces. No new staffing of any kind is needed.

²The library currently has a materials budget for the Literature program that will be sufficient to cover this new degree.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY(22/23)	(FY23/24)	(FY24/25)	(FY25/26)	(FY26/27)	Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
Reallocation of Existing Funds	\$0	0	0	0	0	\$0
Required New Public Funds	\$0	0	0	0	0	\$0
1. State Funds	\$0	0	0	0	0	\$0
2. Local Tax Funds (community colleges)	\$0	0	0	0	0	\$0
Tuition and Fees ¹	\$38,260.50	\$76,521.00	\$114,781.50	\$153,042.00	\$153,042.00	\$535,647.00
Other Funding	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue ⁵	\$38,260.50	\$76,521.00	\$114,781.50	\$153,042.00	\$153,042.00	\$535,647.00

¹Tuition is based upon a total of 5 net new students per year, taking 30 credits of on-campus coursework per year (15 per semester). Costs are set at the undergraduate resident student rate, which is \$3826.05 per semester, per student. Current costs for tuition and fees at CSC are outlined at:

<https://www.csc.edu/documents/businessoffice/2020-2021%20on%20campus%20fee%20schedule.pdf>.