

Proposal to Extend Anthropology BA to Global Campus

Degree Title:	Bachelor of Arts, Anthropology
Academic Program:	Anthropology
Academic Plan:	Anthropology
Number of Credits:	120
Department(s) or Program(s):	Anthropology
College(s):	College of Arts and Sciences
Campus(es):	Global
Method of Instructional Delivery:	Online

Contact Name:	Andrew Duff	Email Address:	duff@wsu.edu
Contact Phone:	509-335-3871	*Proposed start date:	Fall 2019

***Proposed Start Date:** Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair Name:	Andrew Duff	Date:	
-------------	-------------	-------	--

Everett Chancellor:		Date:	
---------------------	--	-------	--

Spokane Chancellor:		Date:	
---------------------	--	-------	--

Tri-Cities VCAA:		Date:	
------------------	--	-------	--

Vancouver VCAA:		Date:	
-----------------	--	-------	--

Dean:		Date:	
-------	--	-------	--

VP Global Campus:	David Cillay	Date:	6/22/18
-------------------	--------------	-------	---------

Comments:	
-----------	--

Provost Office Sign:		Date:	
----------------------	--	-------	--

Comments:	
-----------	--

--

For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	

Revised: 7.27.17

Send completed form to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university's academic and financial situation, and if it will have the resources to further the University's objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

What are the aspirations for the reputation of this program – local, regional, national?
 What will it take to make that a reality?
 Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?
 How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?
 How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a new program will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.

Proposal

Mission and Core Themes (Strategic Goals):

Provide a clear statement of the nature and purposes of the degree in the context of WSU's mission and core themes (strategic plan).

The purpose of the online Anthropology major is to better serve "degree completers" (individuals who have completed some college courses at WSU or elsewhere, and now wish to return to school), as well as nontraditional students from diverse backgrounds. In addition, because implementing the Anthropology major will involve increasing the variety of Anthropology courses offered, the major will be useful not only for those students interested in majoring in Anthropology, but also for students in other majors seeking electives or needing to fulfil UCORE requirements, or those pursuing a General Studies-Social Sciences degree.

Because the Anthropology major can be completed in two years, it is an ideal major for degree completers, those with some college yet no degree, including those who are already employed and need a college degree to improve their career trajectory.

Providing access to the WSU Anthropology degree via the Global Campus is consistent with the core mission of the WSU strategic plan in that it provides expanded access to a transformational undergraduate experience, to personalized student services and extended learning opportunities, and to world-class faculty.

Educational Offerings:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.

Anthropologists ask and attempt to address the most basic questions about the nature of culture, its evolutionary history, and human variability by studying the interactions between our biological and our learned cultural heritages; we use this knowledge to better understand both our past and present. Through world class research, our goal is to pursue an understanding of the complex human condition in all of its diversity. The Department of Anthropology at Washington State University informs the public, students, and the profession about anthropological insights and contributes to understanding critical aspects of the human condition.

Anthropology is the study of the human condition from a biological, cultural, social and political perspectives, from the earliest times to the present day, with a focus on four main sub-fields: Archaeology, Cultural Anthropology, Linguistic Anthropology and Biological Anthropology. Undergraduate majors are required to gain a background in all four of these major subfields. Courses familiarize students with current issues in human evolution, linguistics, the prehistoric development of culture, and central components of culture. Anthropologists, in addition to doing basic research about aspects of the human condition, are important contributors to management projects that deal with heritage management, landscape development, human impact studies, cultural resource

use, crime scene investigations, program implementation and internationalization projects. Additionally, anthropologists investigate the unwritten human past that accounts for over 99% of all human existence.

The anthropology BA available online will allow place-bound students the same opportunity to earn a B.A. as students who are not place-bound. In addition the program gives access to students who prefer the convenience of the Global Campus without having to relocate to Pullman or Vancouver to complete a degree from the Department of Anthropology. The degree is designed to meet the needs of aspiring and working professionals and adult learners, as well as students entering college directly from high school. It will also provide opportunities for working professionals to refresh and update their skills and for those seeking to change careers. It offers all the opportunity to raise their credentials to WSU standards.

See Exhibit A for four-year degree plan.

See Exhibit B for advising check sheet for the degree.

See Exhibit C for new course development and delivery schedule.

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

This degree will be delivered 100% online, asynchronously via the Global Campus LMS infrastructure.

Assessment of Student Learning and Student Achievement

*** For graduate programs, please contact the Graduate School before completing this section.**

Please provide a list and description of expected student learning outcomes.

Goal 1: Creative and Critical Reasoning

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Demonstrate an understanding of the broad field of anthropology and the types of questions and data used in pursuit of the goals of anthropology (WSU UCORE: 1, 3 and 7)
- b) Formulate a reasonable question for their own research (WSU UCORE: 1 and 3)
- c) Select data and analytical techniques appropriate to the question being asked (WSU UCORE: 1, 2, and 3)
- d) Demonstrate an understanding of both subjective and objective components for different types of anthropological data, data collection, and data analysis (WSU UCORE: 1, 2, 3, 6 and 7)

- e) Formulate a reasonable interpretation based on the data and analytical techniques they used (WSU UCORE: 1, 2, and 3)
- f) Effectively consider how subjective and objective aspects of data identification, collection, and analysis may have shaped their interpretations (WSU UCORE: 1, 2, 4 and 7)

Goal 2: Information and Data Gathering

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Understand the strengths and weaknesses of on-line data and its use (WSU UCORE: 1 and 4)
- b) Demonstrate an understanding of the different types of traditionally published data and the strengths and weaknesses of such data (WSU UCORE: 1, 3 and 4)
- c) Adequately cite information and ideas gathered for their research (WSU UCORE: 4 and 5)

Goal 3: Communication Skills

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Write a clear and concise thesis statement defining their research topic (WSU UCORE: 1, 5 and 7)
- b) Write an adequate contextual statement for their research topic (WSU UCORE: 1, 5 and 7)
- c) Present a clear statement of their research methods (WSU UCORE: 5, 4 and 7)
- d) Write a well-reasoned interpretation of their analysis (WSU UCORE: 1, 4, 5 and 7)
- e) Write a unifying conclusion statement (WSU UCORE: 1, 5, and 7)

Goal 4: Intercultural Perspectives

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Demonstrate an understanding of the character and universality of ethnocentrism (WSU UCORE: 1, 6, and 7)
- b) Demonstrate an understanding of the strengths and limitations of the concept of cultural relativism (WSU UCORE: 1, 6 and 7)
- c) Demonstrate an understanding of the character and differences between the cultural constructs of race, gender, and ethnicity (WSU UCORE: 1, 6 and 7)
- d) Demonstrate an understanding of the time frame relevant to the development human biological and cultural diversity (WSU UCORE: 1, 3, 6 and 7)

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be

collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

The assessment plan for the Global Campus degree is the same as that for the degrees in Pullman and Vancouver (Assessment plan, including curriculum map, attached as Exhibit D). The curriculum map and assessment plan have been approved by the full faculty. The assessment plan includes direct and indirect measures administered at the intermediate and senior levels. All assessment instruments, results, and reports are available to faculty on our department faculty sharepoint site.

The assessment plan narrative is presented below, and is also present, with curriculum map and rubric, as Exhibit D. |

Please indicate as appropriate:

- ☒ Assessment of this program will be incorporated into the existing assessment plan for __Pullman and Vancouver. Please attach a copy of the existing plan (EXHIBIT D).
- ☐ A draft assessment plan is attached.
- ☐ A curriculum matrix is attached.

Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the change

According to a 2017 EAB market research report, the national demand for bachelor's level anthropology professionals had increased 42% over the last three years. However, regional employer demand decreased in the same period. Therefore, offering the program online allows WSU to reach a demand nationally that would not be found locally.

The American Anthropological Association web site (www.americananthro.org) notes that "anthropologists can be found in corporations, all levels of government, educational institutions and non-profit associations. Anthropologists work in disaster areas, including Ground Zero in New York and the Gulf Coast in the aftermath of hurricane Katrina.

Today there are four main career paths for anthropology graduates:

Academic Careers

On campuses, in departments of anthropology, and in research laboratories, anthropologists teach and conduct research. They spend a great deal of time preparing for classes, writing lectures, grading papers, working with individual students, composing scholarly articles, and writing books.

A number of academic anthropologists find careers in other departments or university programs, such as schools of medicine, epidemiology, public health, ethnic studies, cultural studies, community or area studies, linguistics, education, ecology, cognitive psychology and neural science.

Corporate and Business Careers

Many corporations look explicitly for anthropologists, recognizing the utility of their perspective on a corporate team. A corporate anthropologist working in market research might conduct targeted focus groups to examine consumer preference patterns not readily apparent through statistical or survey methods. These anthropologists use their research skills to talk to consumers and users of technology to find out how products and services could be improved to better meet the needs of consumers.

Government Careers

State and local governmental organizations use anthropologists in planning, research and managerial capacities. Contract archaeology is a growing occupation with state and federal legislative mandates to assess cultural resources affected by government funded projects. Forensic anthropologists, in careers glamorized by Hollywood and popular novels, not only work with police departments to help identify mysterious or unknown remains but also work in university and museum settings.

The federal government is one of the largest employers of anthropologists outside of academia. Possible career paths include: international development, cultural resource management, the legislative branch, forensic and physical anthropology, natural resource management, and defense and security sectors.

Non-profit and Community-based Careers

Non-governmental organizations, such as international health organizations and development banks employ anthropologists to help design and implement a wide variety of programs. However, these aren't the only opportunities available.

Many anthropologists work in local, community-based settings for non-profit agencies. Sometimes, they work through community-based research organizations like the Institute for Community Research. Other times, they might work for established organizations in a community like the YMCA, local schools, or environmental organizations.

In response to a survey by the American Anthropological Association's Committee on Practicing, Applied and Public Interest Anthropology (CoPAPIA)*, respondents provided the following responses to describe their post-graduate employment:

Education/Outreach	Administration/Management
Archaeology	Ethnography/Cultural Anthropology
Cultural Resource Management (CRM)	Evaluation/Assessment
Historic Preservation	Health (international/public health)
Museum/Curation/Project Design	Environment and Natural Resources
Community Development	Business
Advocacy (human rights/social justice)	Tourism/Heritage
Human/Social Services	Healthcare Management/Services/Deliver
Computers/Software	Management Consulting/Organizational
Development/Information Technology	Development/Training
Design (products and/or services)	Social Impact Assessment
International Development/Affairs	Market Research
Forensics	Law/Criminal Justice/Law Enforcement
Mass Communication	Humanitarian Efforts"

The Global Campus will utilize these descriptors to encourage enrollment in the marketing campaigns, aligning student interest with a degree pathway that best suits them.

2. The student population to be served

Provide realistic justification for the projected FTE.

How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

WSU Global Campus programs typically appeal to those students who might not be able to attend a four-year program on the Pullman campus, but still want an accredited degree offered by a Tier 1 Research University with an excellent reputation.

As described above, the Anthropology major is particularly useful for “degree completers” – students who have completed one or two years of college and are returning to school in order to improve their career options. Anthropology is an ideal major for these students because it is intrinsically interesting, it contributes to a range of useful skillsets, and the requirements can be met in two years, thus helping students complete their degree in a timely manner. Because most Global Campus students enter the program having already completed some college courses, they are looking for majors that can be completed efficiently. The Anthropology major meets that need. Students who take advantage of the direct transfer agreement guidelines and articulation agreements will be able to transfer seamlessly from a two-year program without relocating to Eastern Washington. WSU Global Campus has been accommodating transfer students and former students who are at varying levels along the transfer continuum since its inception. The program is also designed to appeal to working professionals and adult learners who may already work in other fields but wish to refresh and update their skills.

We would also highlight that students seeking to earn their degrees entirely via Global Campus can do so, including completion of required UCORE BSCI and PSCI lab courses. In fact, Anth 260, a required course for the degree, is a 4-credit BSCI with a lab, a course likely attractive to students pursuing other majors. There are other BSCI and PSCI lab courses offered by Biology and the School of the Environment.

Through world class research and instruction the anthropology department at Washington State University seeks to inform the public, students, and the profession on these aspects of human diversity. Many of our students go on to make careers in one of the sub-disciplines of anthropology (biological anthropology, archaeology, cultural anthropology, and linguistics). However, many of our students that did not later pursue careers in anthropology tell us that their experiences here greatly enriched their perspectives on life and learning in other fields. Our goal is to continue to pursue an understanding of, and to foster, a holistic sense of the complex human condition in all of its diversity.

WSU Global Campus is focusing on digital marketing to generate awareness and promote all new degrees broadly across social media platforms and other digital access points. Specifically, the goal of the marketing effort is to meet target enrollment goals that enable the degree to reach a sustainable level of enrollments. Recruitment efforts for the online major will diverge substantially from those on the Pullman campus. Because Pullman students are encouraged to identify a major early (before they even arrive on campus), they are typically routed into particular departments and assigned advisors within specific departments without ever hearing about what the Anthropology major has to offer (the department is working on strategies to better communicate with Pullman-based students). In contrast, the Global Campus and the College of Arts and Sciences will specifically market the Anthropology major to prospective students – providing information to students about the Anthropology major that Pullman freshman typically lack. We expect that these marketing efforts in conjunction with the characteristics of the major (allowing for timely completion, inherent interest, and career prospects) will result in a number of students choosing the Anthropology major.

In addition, WSU Global Campus ensures that all courses and programs meet ADA requirements for access to individuals with disabilities. |

3. Procedures used in arriving at the decision to change (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

The Anthropology Department already offers several of the Anthropology courses necessary to serve the major, and many of these courses also provide UCORE and elective options for other majors. There are 5 core courses yet to be developed, and the department will be able to serve the additional majors with a relatively low initial investment. However, as enrollments increase, the department intends to use additional funds to support a tenure-track faculty line(s) through the funding generated by online students and courses.

The Faculty of the Anthropology Department and the Dean of the College of Arts and Sciences agree that the degree can be supported for online delivery, and they are prepared to engage fully in the development and delivery of the online degree. |

4. Organizational arrangements required within the institution to accommodate the change.

The Global Campus is prepared to fully support course development, student services, advising, recruiting, marketing, and faculty development within their existing infrastructure. The Anthropology Department is prepared to engage faculty at WSU Vancouver and Tri Cities in the instruction of online courses as appropriate and as instructional loads require.

Likewise, the Anthropology Department is prepared to manage assessment, instruction, innovation, and coordination of the online degree in concert with their existing campus-based degree. The Anthropology department is already offering a number of online courses during the academic year. |

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.	
2018-2019	Course development (see course development schedule, Exhibit D) Begin offering courses supporting the online major Marketing/recruitment
2019-2020	Hire instructors or clinical faculty as needed Continue marketing/recruitment Course update according to schedule
2020-2021	Monitor enrollment in individual courses; revise frequency of offerings as indicated Begin assessment Continue marketing Course update according to schedule

Budget:

☒ Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.
<p>The Anthropology department has been offering online courses for a number of years and currently has capacity to accommodate new majors within those existing courses. Offering the online major has required developing several new courses, and will require us to offer an average of three-to-four new courses via the Global campus each term during the academic year, and will also require administrative oversight. To meet this increased need, the department will hire instructors for the first 2-3 years to cover increased teaching needs, after which point the additional FTE revenue from the major should permit anthropology to invest in additional tenure-line faculty. Additionally, the department will add TA lines as necessary to accommodate growth and support faculty in an incremental way as enrollments increase.</p> <p>6 new courses are required to be taught for the degree in year one. These courses are currently not offered online, but are critical for the degree and have been requested in a rotation by the Global Campus advisors.</p>

Anth 203: DIVR UCORE designation, and popular with non-majors on campus. May fill with non-majors online as well and as a blended offering.

Anth 230: Offering in Spring because the on-campus version is taught in Fall – will blend with Pullman students to help ensure enrollments are robust enough to fund instruction.

Anth 260: BSCI UCORE designation, and popular with non-majors on campus. BSCI UCORE courses are popular on the global campus due to low numbers of them available each semester.

Anth 331: SSCI UCORE designation, and popular with non-majors on campus. May fill with non-majors online as well. Could blend to ensure adequate enrollments. Supports the AIS minor and the AIS Certificate as well.

Anth 390 and 490 are majors-only courses and 490 is a capstone.

The Dean of CAS is committed to funding the additional personnel and benefits for those personnel required to launch the degree, with the expectation that enrollments will cover the majority of expenses associated with the launch of the new degree. (Exhibit E)

Student Services:

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

The Global Campus provides comprehensive student services, often in collaboration and cooperation with the centralized units, to ensure student success. Included are dedicated recruiters and advisors, transfer credit evaluation, career counseling, financial aid, e-tutoring, student involvement, and tech support for online students. The Global Campus is also skilled in working with students to match their goals with the programs and services offered by WSU.

Additionally, WSU Global Campus personnel are the experts on adult and contemporary distance learners, and provide specialized services to meet the needs of these unique students.

WSU Global Campus creates opportunities for meaningful student engagement through unique student involvement activities offered virtually and face-to-face. The Global Campus encourages and mentors students into research opportunities and creates pathways for students to transition into graduate school.

Describe the implications of the change for services to the rest of the student body.

Adding online courses and creating access to a new degree program adds opportunity and options for student success, potential for better time-to-degree outcomes, and flexibility that accommodates students' needs. The extension of several courses for the anthropology major to the Global Campus will permit access to these courses for majors in Pullman or Vancouver who experience schedule conflicts or other events that threaten to prolong degree completion; the option of access to these courses may help students experiencing such unforeseen events on track for timely degree completion, a positive benefit.

We do anticipate that some students that are currently enrolled in the online Social Sciences degree may choose to switch to the Anthropology degree.

However, our numbers on the fiscal worksheet are indicating new enrollments, not transfers, which may be more.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

None. All online courses are fully supported by AOI and the Global Campus through the Learning Management System.

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

Students have access to all required curriculum as determined by the faculty and no new resources are expected to be required through the library to support this degree. A letter of support from the Libraries is attached to this proposal. (Exhibit F)

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

All faculty teaching online are held to the same qualifications as faculty on the Pullman campus. Deans and Directors are directly responsible for the hiring of all teaching faculty and ensure credentials are appropriate for the program, and will hire using normal hiring processes.

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

We anticipate very few impacts on other WSU programs or locations.

The Anthropology department has faculty and a major in Pullman and Vancouver. Because the primary market for the online major is placebound students, and because of the policy which prohibits non-global campus students from enrolling in global campus courses in Fall and Spring semesters, the online program is unlikely to attract large numbers of Vancouver- and Pullman-based students during the academic year. We have found that during the summer, students are increasingly taking courses online rather than face-to-face. This trend has had impacts on Pullman and Vancouver summer enrollments. Both campuses recognize that the addition of the online major increases the need for us to coordinate offerings across the Pullman, Vancouver, and Global campuses, and we are putting in place procedures for doing so in a systematic way. We anticipate that the addition of the online major will allow us to use our resources more efficiently in order to serve students on the three campuses, and instruction may originate from any campus which houses Anthropology faculty.

We anticipate that the needs associated with new online enrollment will be met with the addition of a clinical faculty member and with the existing capacity in courses currently being offered. Therefore, the addition of the online major should not affect faculty teaching loads or the ability to offer courses on the Pullman/Vancouver campuses.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

All new online degree programs will be evaluated continuously for enrollment and financial metrics. Under-performing degrees will be discontinued once the college, department, and Global Campus have explored all reasonable efforts to increase enrollments and revenue through marketing, partnerships, and innovation. However, prior to sunseting (phasing out a degree for non-enrollment performance) a degree, need for the courses that are provided online will also be analyzed to ensure little to no impact on other departments and programs that rely on those courses.

Any discontinued degree will include an appropriate teach-out plan and students will be supported to graduation.

External Reviews

If this program is new to the Washington State University system, please provide the names and addresses of 2-3 external experts from similar institutions who could be contacted to provide reviews of this program.

Name	Contact Information (email, phone, address)
N/A	

Attachments:

- ☒ Financial Worksheet
- ☒ Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- ☒ Curriculum Map (undergraduate)
- ☒ Assessment Plan
- ☒ Letters of financial commitment
- ☐ Contracts or MOUs if applicable

Send to: provost.deg.changes@wsu.edu

EXHIBIT A
Four Year Degree Plan

Anthropology (120 Hours)

A minimum of 34 hours in anthropology courses are required. Grades of C– or higher are required for all anthropology courses. No required course can be taken pass, fail.

First Year

<i>First Term</i>	<i>Hours</i>
ANTH 203 [DIVR]	3
Biological Sciences [BSCI] with lab or SCIENCE 101 [SCI] ¹	4
Communication [COMM] or Written Communication [WRTG]	3
ENGLISH 101 [WRTG]	3
Foreign Language, if necessary, or Elective ²	3 or 4
<i>Second Term</i>	<i>Hours</i>
ANTH 260	4
Foreign Language, if necessary, or Elective ²	3 or 4
HISTORY 105 [ROOT]	3
Quantitative Reasoning [QUAN] ³	3 or 4

Second Year

<i>First Term</i>	<i>Hours</i>
ANTH 230	3
Creative & Professional Arts [ARTS]	3
Physical Sciences [PSCI] with lab or SCIENCE 102 [SCI] ¹	4
Social Sciences [SSCI]	3
Electives	3
<i>Second Term</i>	<i>Hours</i>
ANTH Electives ⁴	6
Creative & Professional Arts [ARTS], Humanities [HUM], or Social Sciences [SSCI]	3
Electives	6
Complete Writing Portfolio	

Third Year

<i>First Term</i>	<i>Hours</i>
ANTH 390 [M]	3
ANTH Elective ⁴	3
Humanities [HUM]	3
Electives	6
<i>Second Term</i>	<i>Hours</i>
300-400-level Electives ⁵	9
ANTH Electives ⁴	6
Consider study abroad or summer field school	

Fourth Year

<i>First Term</i>	<i>Hours</i>
300-400-level Electives ⁵	12
ANTH Elective ⁴	3
<i>Second Term</i>	<i>Hours</i>
300-400-level Electives ⁵	9
ANTH 490 [CAPS] [M]	3
Electives	3

Footnotes

¹ To meet University and College of Arts and Sciences requirements, students must take a [BSCI] course with lab and [PSCI] course with lab or SCIENCE 101 [SCI] and SCIENCE 102 [SCI]. SCIENCE 101 [SCI] is offered Fall semester and is a prerequisite for SCIENCE 102 [SCI]. SCIENCE 102 [SCI] is offered Spring semester.

² Two years of one foreign language from high school or one year at college required.

³ STAT 212 preferred.

⁴ 18 hours of ANTH courses required. Minimum of 3 hours credit from each of the following areas:
Archeology: ANTH 300, 330, 331, 334, 336, 340, 370, 430 [M]; Biological: ANTH 268, 380, 463, 465;
Cultural: ANTH 300, 303, 306, 307, 309, 316, 320, 327, 402, 404, 405, 417, 418; Linguistics: ANTH 350, 450.

⁵ Concentrating electives beginning in the junior year in one subarea of anthropology or in a minor discipline in consultation with the adviser is recommended.

EXHIBIT B Advising Worksheet

Anthropology Departmental Requirements

Need to Have a C- Higher to Satisfy Requirement

Course	Grade	Credits
Anth 203 [DIVR]		3
Anth 230		3
Anth 260 [BSCI]		4
Anth 390 [M]		3
Anth 490 [M]		3

Cultural Requirement

Course	Grade	Credits
<input type="text"/>	<input type="text"/>	<input type="text"/>

Choose One from this list:
 Anth 300, Anth 301, Anth 302 (By Exception), Anth 304, Anth 303, Anth 306, Anth 307, Anth 309, Anth 316, Anth 320, Anth 327, Anth 401, Anth 402, Anth 404, Anth 405, Anth 417, Anth 418, Anth 419, Anth 428, Anth 494, Anth 495

Linguistics Requirement

Course	Grade	Credits
<input type="text"/>	<input type="text"/>	<input type="text"/>

Choose One from this list:
 Anth 350, Anth 450

Biological Requirement

Course	Grade	Credits
<input type="text"/>	<input type="text"/>	<input type="text"/>

Choose One from this list:
 Anth 268, Anth 380, Anth 381, Anth 463, Anth 465, Anth 466, Anth 473

Archaeology Requirement

Course	Grade	Credits
<input type="text"/>	<input type="text"/>	<input type="text"/>

Choose One from this list:
 Anth 300, Anth 330, Anth 331, Anth 334,
 Anth 336, Anth 340, Anth 370, Anth 399, Anth 430

Anth Elective Requirement

Course	Grade	Credits
<input type="text"/>	<input type="text"/>	<input type="text"/>

<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>
Any Anth Course, Any Level		

EXHIBIT C

Tentative schedule academic 2018/19 (proposal review) and degree years 1 (19/20) & 2 (20/21), including summer

Dept	Course	Campus	Fall 18	Spr 19	Sum 19	Fall 19	Spr 20	Sum 20	Fall 20	Spr 21	Sum 21
Anth	203	Pul			X	X		X	X		
Anth	230	Pul		X			X			X	
Anth	260	Pul					X			X	
Anth	268	Pul	X		X	X		X	X		X
Anth	302	Pul	X	X	X	X		X	X		X
Anth	316	vc (after AY 2018- 2019)	X	X	X	X	X	X	X	X	X
Anth	320	Pul	X	X	X	X		X	X		X
Anth	327	Pul		X			X			X	
Anth	331	Pul				X			X		
Anth	350	vc (after AY 2018- 2019)	X	X	X	X	X	X	X	X	X
Anth	390	Pul				X			X		
Anth	404	Pul	X	X	X	X	X	X	X	X	X
Anth	405	Pul		X			X			X	
Anth	418	Pul	X	X	X	X	X	X	X	X	X
Anth	490	Pul					X			X	

EXHIBIT D

Assessment Plan for Anthropology

Undergraduate Program Assessment Plan for BA in Anthropology

Overview

Washington State University's Department of Anthropology offers the Bachelor of Arts degree on the Pullman and Vancouver campuses. The Department of Anthropology's undergraduate curriculum assessment team consists of the department chair, the program coordinator, and the department's undergraduate assessment committee. The undergraduate assessment committee consists of faculty who regularly teach the Anth 390 and Anth 490, the two courses in which we conduct assessment, from both the Pullman and Vancouver campuses.

Anth 390 is our junior-level, majors-only course designed to be taken as students declare Anthropology as their major, generally as they start their junior year. Anth 490 is our majors-only Capstone course, taken as students near graduation as seniors. As courses required of all anthropology majors, our only courses restricted to anthropology students, and both designated "M" (writing in the major) courses, assessment of materials for these two courses serves as the basis of our direct assessment measures, and these courses are also where we collect our indirect assessment measures related to the anthropology BA degree for both campuses. We assess 100% of the students in each offering of these courses. These assessments allow us to measure our effectiveness in training students and to seek their feedback about their educational career within the Department of Anthropology.

Faculty Assessment Coordinator: Andrew Duff (Professor & Chair)

Faculty Committee for Assessment: Our Undergraduate Assessment Committee, chaired by the assessment coordinator, consists of the faculty members who regularly offer the two classes (Anth 390 & Anth 490) in which assignments are assessed. This includes members on both the Vancouver and Pullman campuses.

Faculty Participation: Faculty who offer Anth 390 or Anth 490 contribute assessment data from these courses each year. Results are normally shared with the faculty twice a year.

Campuses Currently Offering this Degree: Pullman & Vancouver

Department Undergraduate Program Assessment Plan

Calendar of Assessment Activities

Fall

- ☐ Aug/Sept – Confirm members of Undergraduate Assessment Committee for current year on each campus [Assessment Coordinator; Program Coordinator]
- ☐ Sept – Share findings from previous year's annual assessment report with Assessment Committee [Assessment Coordinator, Assessment Committee]
- ☐ Sept/Oct – Share findings from previous year's annual assessment report with faculty at faculty meeting [Assessment Coordinator & Assessment Committee]
- ☐ Oct/Nov – Distribute assessment rubric to faculty offering Anth 390 and/or Anth 490, reminder to schedule indirect measure activity [Program Coordinator]
- ☐ Nov/Dec – Distribute Exit Survey to graduating seniors [Program Coordinator]
- ☐ Dec – Collect assessment data from course instructors [Program Coordinator]

Spring

- ☐ Jan/Feb – Analyze and summarize Fall assessment data, share with and provide data to Assessment Committee [Assessment Coordinator].
- ☐ Feb/Mar – Share findings from previous term's assessment and any insights/recommendations with faculty at faculty meeting [Assessment Coordinator & Assessment Committee]
- ☐ March/April – Distribute assessment rubric to faculty offering Anth 390 and/or Anth 490, reminder to schedule indirect measure activity [Program Coordinator]
- ☐ late April/May – Collect assessment data from course instructors [Program Coordinator]
- ☐ late April/May – Distribute Exit Survey to graduating seniors [Program Coordinator]
- ☐ May – Analyze & summarize academic year's data [Assessment Coordinator].
- ☐ May – Prepare annual program assessment report for WSU/ATL, and maintain archive. [Assessment Coordinator; Program Coordinator]

SLOs

Undergraduate Learning Goals and Outcomes

Goal 1: Creative and Critical Reasoning

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Demonstrate an understanding of the broad field of anthropology and the types of questions and data used in pursuit of the goals of anthropology (WSU UCORE: 1, 3 and 7)
- b) Formulate a reasonable question for their own research (WSU UCORE: 1 and 3)
- c) Select data and analytical techniques appropriate to the question being asked (WSU UCORE: 1, 2, and 3)
- d) Demonstrate an understanding of both subjective and objective components for different types of anthropological data, data collection, and data analysis (WSU UCORE: 1, 2, 3, 6 and 7)
- e) Formulate a reasonable interpretation based on the data and analytical techniques they used (WSU UCORE: 1, 2, and 3)
- f) Effectively consider how subjective and objective aspects of data identification, collection, and analysis may have shaped their interpretations (WSU UCORE: 1, 2, 4 and 7)

Goal 2: Information and Data Gathering

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Understand the strengths and weaknesses of on-line data and its use (WSU UCORE: 1 and 4)
- b) Demonstrate an understanding of the different types of traditionally published data and the strengths and weaknesses of such data (WSU UCORE: 1, 3 and 4)
- c) Adequately cite information and ideas gathered for their research (WSU UCORE: 4 and 5)

Goal 3: Communication Skills

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Write a clear and concise thesis statement defining their research topic (WSU UCORE: 1, 5 and 7)
- b) Write an adequate contextual statement for their research topic (WSU UCORE: 1, 5 and 7)
- c) Present a clear statement of their research methods (WSU UCORE: 5, 4 and 7)
- d) Write a well-reasoned interpretation of their analysis (WSU UCORE: 1, 4, 5 and 7)
- e) Write a unifying conclusion statement (WSU UCORE: 1, 5, and 7)

Goal 4: Intercultural Perspectives

All undergraduate students completing a Bachelor of Arts Degree in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a) Demonstrate an understanding of the character and universality of ethnocentrism (WSU UCORE: 1, 6, and 7)
- b) Demonstrate an understanding of the strengths and limitations of the concept of cultural relativism (WSU UCORE: 1, 6 and 7)
- c) Demonstrate an understanding of the character and differences between the cultural constructs of race, gender, and ethnicity (WSU UCORE: 1, 6 and 7)
- d) Demonstrate an understanding of the time frame relevant to the development human biological and cultural diversity (WSU UCORE: 1, 3, 6 and 7)

CURRICULUM MAP (attached at end)

CURRENT YEAR MEASURES and LOGISTICS

Our plan is to assess Anth 390 and Anth 490, using direct and indirect measures, each time these courses are offered. At present, both classes are offered each semester on the Pullman campus (excluding summer). In Vancouver, Anth 390 is offered during the spring semester and Anth 490 is offered during the fall semester. All students in each class are assessed on a major written or presented work with our direct assessment rubric, and are individually identified in the tabulations. This permits us to have both aggregate measures of student performance across cohorts, but also permits us the ability to assess if and how particular students are performing across their degree.

- 1) **Anth 390 History of Anthropological Thought [M]:** Anth 390 is taken during the student's junior year. The assessment results are used as a benchmark to compare student development throughout the progression of the Anthropology program. The following assessments are used to determine student development as it pertains to the department learning goals.

- ❖ **Rubric (Direct Measure)**

Our revised rubric is used to assess student work on the final paper or presentation by the course instructor. All students enrolled in the course are assessed. The results are tabulated by the Program Coordinator and provided to the Department Chair.

- ❖ **Class Discussion (Indirect Measure)**

Approaching the final day of instruction in Anth 390, a full class discussion is facilitated by the course instructor. This discussion covers such topics as:

- 1) General comments regarding what is good about the program and what is not;
- 2) General comments regarding curriculum structure/course organization as experienced by the students to date;
- 3) What could be added for subject matter;
- 4) Other general comments/recommendations for the program.

- 2) **Anth 490 Integrative Themes in Anthropology [M, CAPS]:** Anth 490, our senior capstone course, is taken during the final year of a student's enrollment at Washington State University. The assessment results are used in conjunction with the data generated by Anth 390 to determine student development throughout the Anthropology program. The following assessments are used to determine student development as it pertains to the department learning goals.

❖ ***Rubric (Direct Measure)***

Our revised rubric is used to assess student work on the final paper or presentation by the course instructor. All students enrolled in the course are assessed. The results are tabulated by the Program Coordinator and provided to the Department Chair.

❖ ***Class discussion (Indirect Measure)***

Approaching the final day of instruction in Anth 490, a full class discussion is facilitated by the course instructor. This discussion covers such topics as:

- 1) General comments regarding what is good about the program and what is not;
- 2) General comments regarding curriculum structure/course organization as experienced by the students;
- 3) What could be added for subject matter;
- 4) Other general comments/recommendations for the program.

❖ ***Exit Interview/Survey (Indirect Measure)***

All Anthropology majors in Anth 490 are asked to complete an exit interview/survey.

The Department Chair is predominantly responsible for overseeing program assessment and also serves as the Assessment Coordinator. The Department Chair is advised and supported by the Undergraduate Assessment Committee, the Program Coordinator, the College of Arts and Sciences assessment representative, and the Office of Assessment of Teaching and Learning (OATL) staff. Assessment reports are prepared by the Department Chair/Assessment Coordinator and are submitted to OATL annually. Report findings are shared with the Assessment Committee, and any recommendations for curriculum change are circulated to department faculty, for discussion and/or vote, at faculty meetings twice annually.

DIRECT ASSESSMENT RUBRIC
(attached at end)

Anthropology Curriculum Map Undergraduate Program

	Core Courses			Most Common Archaeology Electives					Most Common Biological Anthropology Electives			Most Common Cultural Anthropology Electives									Most Common Linguistic Electives		Writing in the Major Courses [M]		Most Common Anth Electives			
Anth Program Goals	203	230	260	330	331	334	340	370	268	380	465	302	309	316	320	327	404	405	418	350	450	390	490	101	201	498	499	
Creative and Critical Reasoning	B	B	B		D				D		D						D	D	D	D	M	M	M	B	B	M	M	
Effective Communication				D	D	D	D	D		D		D	D	D				M			M	M	M			M	M	
Gaining Awareness and Understanding of Different Intercultural Perspectives	B			D			D		D			D	D	D	D	M		M	M					B	B	M	M	
Information and Data Gathering and Analysis			B							D	M						D						M			M	M	
Knowledge of the Four Fields of Anthropology	B	B	B	D	D	D	D	D	D	D	M	D	D	D	D	M	D	M	M	D	M	M	M	B	B	M	M	

*NOTES: B = basic mastery; D = developing mastery; M = mastery at senior level

Suggested Timeline and Sequencing of Courses for Anth Major:

1st Year:

ANTH 203 / 230

2nd Year:

Fall: ANTH 203 / 230 / 260

Spring: ANTH 203 / 230 / 260

3rd Year:

Fall: ANTH 390 and 1 Arch/Cult/Bio Elective

Spring: 2 - Arch/Cult/Bio/Ling Electives

4th Year:

Fall: 2 - Arch/Cult/Bio/Ling Electives

Spring: ANTH 490

	Absent/Inadequate (0)	Basic (1)	Developing (2)	Advanced (3)
Framing of paper: <i>research or topic statement/introductory paragraph</i>	Thesis unclear , does not situate paper's aims , meanders or rambles	Focus of paper vague , disjointed presentation, topics mentioned but clear direction lacking	Thesis clear , information and/or argument outlined, intent conveyed	Clear and well-articulated statement that defines both the paper's topic and its goals, noting additional relevant points
Anthropologically-relevant content	Fails to identify , address or integrate anthropological concepts and ideas	Identifies and reiterates basic anthropological concepts and ideas, limited integration of concepts with body of paper	Applies anthropological concepts appropriately, describes how they inform the topic, some reflection on alternatives	Explains why the research topic/question is important, evaluates and clearly integrates how they articulate with larger anthropological issue(s) or concept(s)
Information and Data Gathering	Sources absent — argument relies on assertions, anecdotes and/or opinions, claims unsupported	Identifies limited sources , unable to accurately credit ideas and distinguish these from their own	Appropriate sources and generally accurate source attribution, execution may contain errors of format and/or precision	Appropriate sources, with complete and accurate credit , makes appropriate distinctions between quotes, specific and general referencing, and paraphrasing
Effective Critical Analysis/Information Assessment	Limited or no argument , analysis, or evaluation	Information is presented uncritically , limited reflection, rote reiteration of material	Grapples with materials/ideas , able to use information to support an argument, may favor one interpretive line and neglect others	Provides a balanced and considered assessment of information, reflective and/or original ideas clear, debates strengths and weaknesses
Integrating core intercultural perspectives: <i>understanding ethnocentrism, relativism, cultural constructs, biological and cultural diversity</i>	Absent or so poorly developed/articulated that they do not inform the paper	Evident or acknowledged , though given limited consideration, and/or are not integral to the analysis.	Support argument through description , integration limited or insights cursory	Integrated throughout the paper , used to provide insight, depth and subtlety to argument, critically analyzed and/or evaluated

EXHIBIT E

Letter of Financial Support from Dean of CAS



College of
Arts and Sciences

MEMORANDUM

TO: Andrew Duff, Chair
Department of Anthropology

Cc: Nancy Lira, Area Finance Officer
College of Arts and Sciences

FROM: Matthew L. Jockers, Dean
College of Arts and Sciences

DATE: August 10, 2018

SUBJECT: Support for Bachelor of Arts in Anthropology through Global Campus

I offer my strong support for the proposal submitted by the Department of Anthropology to launch online the Bachelor of Arts degree in Anthropology through the Global Campus.

The College of Arts and Sciences is committed to provide funding that will support oversight of the online program, development of new and updated courses, and the teaching of online courses for the major in Anthropology. Financial commitments from the college will include the following:

- Up to \$15,000 in year one and up to \$30,000 in years two and three in ongoing or new funds will be provided in the first three years for instructional support to teach courses for the online major; however, if warranted by greater than expected enrollments additional funds for instructional support will be provided.
- Up to \$4500/course for the development of courses, including design and implementation, that will support the online major. We currently provide these funds through application to the College on a course-by-course basis.

All new online degree programs will be evaluated annually for effectiveness in meeting learning outcomes and for achieving sustainable enrollments. At the end of three years, we will review with the Department of Anthropology and Global Campus the success of the online major in meeting learning and enrollment goals to evaluate renewal of our commitment to instructional support.

I thank you and the faculty of the Department of Anthropology for your commitment to providing educational opportunities that meet the needs of diverse students, especially for students who may not be able to access one of our physical campuses.

EXHIBIT F

Statement of Library Support

I am writing to state that the existing collections and services of the WSU Libraries can fully support the proposed extension of the Bachelor of Arts degree in Anthropology to the WSU Global Campus. As the extension offers WSU Global students access to courses that already exist and are supported by the libraries, the impact of the on WSU Libraries' collections, services and personnel should be minimal.

Supporting the expansion of the Anthropology BA to the Global Campus is strongly in line with the WSU Libraries' mission and values (<http://libraries.wsu.edu/about/mission>), collection development policies (<http://www.libraries.wsu.edu/sites/default/files/cd-anthropology.docx>), and information literacy teaching initiatives. Almost all online library resources used by anthropology students are already available to students on all WSU campuses, including the Global Campus. The current library journal and database subscriptions that support anthropology students on the Pullman and Vancouver campuses will support anthropology students on the Global Campus.

Looking toward the future, acquiring certain kinds of content in online formats, such as streaming video and eBooks, is generally more expensive than purchasing resources for physical library collections. However, these kinds of resources are becoming more expected and desired by students on the physical WSU campuses as well as by Global Campus students. In the case of a WSU Global Anthropology BA program, the WSU Libraries can effectively support the proposed courses and research. The Libraries will continue to grow their collections of online materials, and Global Campus students may also make use of items in the WSU Libraries physical collections.

The Libraries have a well-established service in place for mailing print books and physical media items to WSU Global students who need them (for more information, see the Library Services for WSU Global Campus website, here: <http://libguides.libraries.wsu.edu/global>). While offering the Anthropology BA through the WSU Global Campus may involve some increased demand for these services, the increase would be minor and should not result in any negative impact on existing personnel and services.

The WSU Libraries can soundly support the expansion of the Anthropology BA to the Global Campus, and I would like wish to convey my thanks and appreciation to Andrew Duff of the Department of Anthropology and Kelly Newell of Academic Outreach and Innovation for their mindful consultation with the Libraries during the process of proposing this expansion.

Erica Carlson Nicol
Librarian for Anthropology
Terrell Library 120M
Washington State University, Pullman
509.335.8614
eacarlson@wsu.edu

Use Table 1 to report enrollment projections						
Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year N*
Headcount	10	20	30	40	50	50
AAFTE	6	12	18	24	30	30
*Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.						
Use the FTE Calculator below to convert Headcount to Annual Average FTE for each year represented.						
FTE Calculator						
Credit Hours	Fall	Spring	Total			
Per Student	Headcount	Headcount	Headcount	total Credits		
20			0	0		
19			0	0		
18			0	0		
17			0	0		
16			0	0		
15			0	0		
14			0	0		
13			0	0		
12			0	0		
11			0	0		
10			0	0		
9	50	50	100	900		
8			0	0		
7			0	0		
6			0	0		
5			0	0		
4			0	0		
3			0	0		
2			0	0		
Total	50	50	100	900		
Divide by 2 to get annual average				2		
Annual average credits				450		
Divide by 15 for undergrads or 10 for grad students. Enter 15 or 10 >				15		
Annual average FTE				30		

Use Table 2 to report program costs and revenues

Anthropology 11/16/2018						
	1st FTE	2nd FTE	Nth* FTE	1st Academic Year	2nd Academic Year	5th Academic Year
Total Student HDC				10	20	50
Total Student AAFTE				6	12	30
↑Enrollment values linked to Table 1↑						
Personnel						
Faculty	↓Insert employee FTE by job title↓			↓Insert annual salaries by job title↓		
Instructor	0.60	0.60		30,000	30,000	
TT Faculty			1.00			65,000
Faculty coordinator	0.00	0.00	0.00	-		15,000
Subtotal	0.60	0.60	1.00	30,000	30,000	80,000
Exempt						
<Insert Job Title>	0.00	0.00	0.00	-	-	-
Subtotal	0.00	0.00	0.00	-	-	-
Classified						
<Insert Job Title>	0.00	0.00	0.00	-	-	-
Subtotal	0.00	0.00	0.00	-	-	-
Graduate						
TA	100%	100%	100%	14,306	14,306	14,306
TA	0%	0%	0%	-	-	-
Subtotal	1.00	1.00	1.00	14,306	14,306	14,306
Total Personnel	1.60	1.60	2.00	44,306	44,306	94,306
Benefits						
				↓Insert benefits based on current benefit rates↓		
Faculty				8,610	8,610	22,960
Exempt				-	-	-
Classified				-	-	-
Graduate				1,063	1,063	2,263
Total Benefits				9,673	9,673	25,223
Link to current benefits model rates						
Goods and Services						
Travel				13,500	1,500	1,500
Equipment (laptops, cameras, software)				1,000	1,000	1,000
Total Direct Costs				68,479	56,479	122,029
Total Indirect Costs	35%			29,066	29,066	64,362
Total Costs				97,545	85,545	186,391
One-Time Costs (Course dev)			User inputs one-time costs →	14,500	2,500	2,500
Recurring Costs			Formula calculates recurring costs →	83,045	83,045	183,891
Total Costs				97,545	85,545	186,391
Calculated total cost per student AAFTE:				16,258	7,129	6,213
Calculated direct cost per student AAFTE:				11,413	4,707	4,068
Revenue						
Internal Departmental /Area Reallocation				38,479	(3,520.66)	(27,970.66)
Enrollment Funding				30,000	60,000	150,000
New State Funds				-	-	-
WSU Allocation (Institutional reallocation)				-	-	-
Indirect Allocation (Central reallocation for support services)				29,066	29,066	64,362
Other <Insert Description>				-	-	-
Total Revenue				97,545	85,545	186,391
				TRUE	TRUE	TRUE
↑Total costs must equal total revenue↑						
*Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.						