

UNIVERSITY OF MARY WASHINGTON – PROGRAM CHANGE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	X	Business	Education
Proposal Submitted By: Gary Richards			Date Prepared: 11 September 2017	
Department /Program:	English, Linguistics, and Communication Major in English with a Concentration in Creative Writing			

Note: for any program change entailing the addition any new courses, or revisions to existing courses, separate proposal for those course actions must also be submitted.

PROPOSAL TO CHANGE EXISTING PROGRAM (check no than one of the following)	
Revise requirements for existing major	
Revise requirements for a concentration within an existing major	X
Revise requirements for an existing degree program	
Revise requirements for existing certificate program	
Revise requirements for existing minor	
Implementation Date: FALL semester, year:	Fall 2018

REQUIRED ATTACHMENTS FOR CHANGES TO EXISTING PROGRAMS:

1. **Rationale statement** (Why is this program change needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of the program change are required.)
3. **Catalog Copy** (Provide the *existing* Catalog Description and the complete statement of the *proposed* new Catalog description that reflects the program changes)

PROPOSAL TO CREATE NEW PROGRAM NOT REQUIRING STATE ACTION (check no more that one of the following)	
New concentration within existing major	Name:
New minor	Name:
New Major but NOT a new degree*	Name:
*Use ONLY for interdisciplinary majors that will be grouped as part of the "Special Majors/General Liberal Arts and Sciences" degree (CIP Code 24.0101) or reported as a BLS degree (CIP Code 24.0199)	
Implementation Date (semester and year):	

REQUIRED ATTACHMENTS FOR NEW PROGRAMS NOT REQUIRING STATE APPROVAL:

1. **Rationale statement** (Why is this additional program needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, staffing and curricular impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.)
3. **Catalog Copy** (Provide the complete Catalog Description for the proposed new program)
4. Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.

Department Chair Approval: 

Date: Oct. 31, 2017

CCC Chair Approval: 

Date: 11/09/2017

Dean Approval: 

Date: 11/10/17

UCC Chair Approval: 

Date: 11/16/17

*Provost Approval: _____

Date: _____

**Required only in cases of proposals for new concentrations, new minors, or new majors that do not involve a new degree*

I. Rationale

The program changes for the major in English with a Concentration in Creative Writing seek to accomplish three things: add period distributions within the concentration's required 300-level literature courses; add a requirement for a 300-level literature course that focuses on historically marginalized groups; and specify that all courses within the major must be English or linguistics courses and thus exclude communication courses.

1. Period Distributions within the Major's Required 300-level Literature Courses

The Department of English, Linguistics, and Communication seeks to provide students with a broad grounding in literatures in English, consistent with the liberal arts mission of the University. At present, we do not have distribution requirements in literature for English majors or English majors who are completing the Concentration in Creative Writing. Although it is important to leave students flexibility to explore individual interests and build schedules that meet the demands of their lives, we also believe that this flexibility should be weighed against our department's responsibility to give students a substantive grounding in literature, the sort of broad educational experience that characterizes a liberal arts university.

Distributional requirements would show students that they are part of a community that values a range of periods, cultures, and social groups. Some students of course enter our university with a lively interest in a range of periods and perspectives, including ones that are more historically distant or underrepresented. But many do not, through no fault of their own. High school curricula typically include little or no pre-twentieth-century British literature aside from Shakespeare and struggle with offering adequate exposure to the diversity of literature and human experience. Popular culture, too, tends to portray earlier periods negatively if at all and offers only limited (and at times harmful) representations of many social groups. As a result, we have found that students are often not exploring broadly in their literary education. According to data from the Provost's office, for example, over the period of 2010-2015 only 54-66% of English majors in each graduating class had taken at least one course in pre-1800 literature, and only a similar percentage had taken at least one nineteenth-century class.

While post-1900 literature was not underrepresented in English majors' course choices between 2010 and 2015, we think it is also important to have a requirement in this period. This is a dynamic, growing body of texts rich in work by underrepresented groups, and all English majors should be expected to study it.

In Fall 2008, the Department significantly loosened period requirements in anticipation of coming changes in the field, including the importance of digital studies. Eight years later, Communication and Digital Studies has become its own major within the Department; those two fields are not only secure but flourishing, as is the Concentration in Creative Writing introduced in Fall 2008. Our 2014-2015 Ten-Year Review also inspired the current change as we studied what courses students have actually taken since 2008 and contemplated suggestions from our outside evaluators.

Distribution requirements are common practice among our peer institutions. We examined some of the schools that we potentially compete with for students and we found that our lack of distribution requirements for literature courses in English is not typical. This is not to say that we have to do whatever peers are doing; however, our research shows that requirements are usual in our field. Of the

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schools examined, only Virginia Commonwealth University, which is clearly not a liberal arts institution, had no literature distribution requirements in the English major. Christopher Newport, George Mason, Longwood, William and Mary, and St. Mary's College of Maryland all did have distribution requirements, often extensive ones.

2. Requirement for a 300-level Literature Course Focused on a Historically Marginalized Group

The Department feels strongly that it has an obligation to expose majors to issues of diversity and inclusion and thus seeks to formalize this commitment by requiring one advanced literature course that primarily focuses on literature of historically marginalized groups and centralizes the intersection of literature with characteristics such as age, class, disability, gender, postcoloniality, race, religion, and/or sexuality. This exposure stands to sensitize students to issues of diversity and inclusion and to prepare those students to negotiate lives in diverse workplaces and communities. Moreover, this requirement evinces that the Department supports the calls made by both the President and the Provost to foreground the institution's commitment to issues of diversity and inclusion. This does not stand to work a hardship on majors, given that many of the Department's advanced literature courses already have this focus and are frequently offered, especially because so many of our majors are completing teaching certifications through the College of Education and are required to take a course of this kind. The requirement will guarantee that every student has exposure to historically marginalized groups but gives students a range of options in determining the specific focus.

3. Requirement that All Courses within the Major Must Be English or Linguistics Courses

The Department seeks to require that all courses within the English major with a Concentration in Creative Writing must be English or linguistics courses and not communication courses. First, the current English major with a Concentration in Creative Writing was codified before the creation of the relatively new major in Communication and Digital Studies, first included in the 2015-2016 catalog, and sought to create a place where upper-level courses in communication might fit within a major, in part to attract students to those courses. However, with the success of the major in Communication and Digital Studies, there is huge demand for those communication courses, and we want to discourage English majors from taking seats that should more fairly be intended for CDS majors. Second, we anticipate, at the direction of the Provost and with the support of the Department, the separation of English and Linguistics from Communication in the next three years, and this move takes a preliminary step toward that separation.

II. Impact Statement

The Department already has the resources that it needs to provide courses in all three period distribution requirements and in historically marginalized groups. We have fifteen professors regularly contributing upper-level literature classes, including nine who regularly or exclusively teach courses in literature pre-1900, nine who regularly or exclusively teach courses in literature post-1900, and three professors dedicated specifically to teaching literature of historically underrepresented groups. Ordinary personnel changes like a leave or a resignation will thus not affect students' ability to get the courses they need to graduate.

To manage this revision to the major, we have categorized all 300-level literature courses as follows and can code Banner (or subsequent systems) accordingly:

Pre-1800 literature: ENGL 309, 310, 317, 318,* 319, 320, 322, 325, 326, 328, 381, 390
Pre-1900 literature: ENGL 309, 310, 317, 318,* 319, 320, 322, 325, 326, 327, 328, 329, 332,* 335,
336, 338, 352, 355, 356, 357, 381, 382, 390, 391
Post-1900 literature: ENGL 330, 340, 342, 345, 348,* 350, 353, 354, 357, 358, 359, 360, 361, 364,
365, 366, 369, 371, 372, 378, 379, 382, 385, 386, 387, 392
Literature of historically marginalized groups: ENGL 327, 328, 329, 330, 332,* 352, 353, 354, 360,
364, 369, 384, 387,* 393

* new course being proposed simultaneously with this change to the major

With the approval of the Registrar's Office, we are also creating five new Special Topics Courses keyed to the categories above:

Pre-1800 literature: ENGL 390
Pre-1900 literature: ENGL 391
Post-1900 literature: ENGL 392
Literature of historically marginalized groups: ENGL 393
All others: ENGL 394

Faculty offering a special topics course will now choose into which of these five categories his or her class best fits, with the preference being that those qualifying for ENGL 393 will use that category.

This will replace our current special topics venues of ENGL 375/376. We have coded all special topics courses offered over the last eight years for inclusion in the revised major so that students who have already taken these courses before they declared their majors can have them count appropriately in the major. We will also work with the Registrar's Office to mark ENGL 375/376 courses as equivalent to future ENGL 390/391/392/393/394 courses.

III. Catalog Copy

Current Catalog Copy:

Creative Writing Concentration

The Creative Writing Concentration offers students the opportunity to focus on the craft and art of writing, editing, and analyzing their own original work, the work of established writers, and peer writers. The concentration requires thirty-six credits in English, Linguistics, and Communication courses as follows: LING 101, ENGL 295; 5 creative writing courses (including 302A, 314, and a 400-level creative writing seminar); one 300-level linguistics course, 3 upper-level literature courses; and three additional credits from the following: ENGL 200, any of the department's 300- and 400-level courses, department sponsored internships, and individual studies.

Proposed Catalog Copy:

Creative Writing Concentration

The Creative Writing Concentration offers students the opportunity to focus on the craft and art of writing, editing, and analyzing their own original work, the work of established writers, and that of peer writers. The concentration requires thirty-six credits in English and linguistics courses as follows: LING 101, ENGL 295; five creative writing courses (including ENGL 302A, ENGL 314, and a 400-level seminar in creative writing); one 300-level linguistics course, three 300-level literature courses;

and three additional credits from the following: ENGL 200 or any 300- and 400-level English and linguistics courses, including department-sponsored internships and individual studies. The three 300-level literature courses must include at least: one course in pre-1900 literature; one course in post-1900 literature; and one course in literature of historically marginalized groups.