MEMORANDUM

TO: James Harris
    Dean, College of Arts and Humanities

FROM: Elizabeth Beise
     Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Minor in Creative Writing (PCC log no. 10007)

On September, 17, 2010, the Senate PCC committee approved your proposal to add a Minor in Creative Writing. A copy of the approved agreement is attached.

The Minor is effective Spring 2011. The College should ensure that the Minor is fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: David Salness, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Reka Montfort, University Senate
    Erin Howard, Data Administration
    Donna Williams, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    James Dietz, Undergraduate Studies
    Beth Loizeaux, Arts and Humanities
    Kent Cartwright, English
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:
College/School Unit Code-First 8 digits:
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Department/Program Unit code-Last 7 digits:

Type of Action (choose one):

- Curriculum change (including informal specializations)
- New academic degree/award program
- Renaming of program or formal Area of Concentration
- New Professional Studies award iteration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program
- New Minor
- Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action: We propose to create a new minor in Creative Writing administered by the Department of English. In recent years, enrollments in upper-level Creative Writing courses have declined while 200-level Creative Writing Classes remain extremely popular. On a campus as large as ours, blessed with a faculty of distinguished writers of poetry and prose, and with a living-learning community like Jimenez-Porter Writers' House, more undergraduates should be able to participate formally in Creative Writing. By creating a simple credentialing process, we intend to encourage more undergraduates to participate actively in Creative Writing as we deepen the ongoing relationship between Jimenez-Porter Writers' House and the English Department's Creative Writing Program.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair
   Thomas C. Moser, Jr. 5/5/10

2. Department Chair
   Kent [signature] 5/5/10

3. College/School PCC Chair
   [signature] 5/6/10

4. Dean
   Elizabeth [signature] 5/6/10

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC
   David [signature] 9/17/10

7. University Senate Chair (if required)

8. Vice President for Academic Affairs & Provost
   [signature] 9/21/20
Proposal for New Creative Writing Minor

17 September 2010

I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it.

We propose to create a new minor in Creative Writing at UMCP that will be administered by the Department of English. In recent years, following changes to the English major, enrollments in upper-level Creative Writing courses have declined so that we currently fill only two 300-level and two 400-level workshops each semester, for a total enrollment of less than 60 students. At the same time 200-level Creative Writing Classes remain popular. In spring 2010, for example, at the start of the semester, all 160 seats in eight sections of Creative Writing courses were filled, with more than thirty students on the waitlist.

It seems unfortunate, on a campus as large as ours, that so few undergraduates should be able to participate formally in Creative Writing, especially when we are blessed with a faculty of distinguished writers of poetry and prose, and with a living-learning community like Jimenez-Porter Writers’ House.

We hope that by streamlining the admissions procedures for our upper-level Creative Writing workshops and by creating a simple credentialing process, we will encourage more students to participate in Creative Writing through the university. We would also like to encourage a closer and more active relationship between Jimenez-Porter Writers’ House and the workshops and events sponsored by the English Department and its Creative Writing Program.

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

To increase the pool of participants in the program, for fall 2010 we have increased the number of seats offered at the 200-level (ENGL294, 296 and 297) from the current 160 to 200. We would hope initially to double the number of sections (from one to two) and the number of seats (from 15-30) in the 300-level workshops (ENGL396 and 397) and the 400-level workshops (ENGL498 and 499) for a total of 120 seats.

Initially we would propose a Creative Writing minor capped at 40 students, selected from the qualified applicants on a first-come, first-served basis as are most of the minors in the College of Arts and Humanities. Students will initiate the process of signing up for the minor by visiting the ARHU minor page at http://www.arhu.umd.edu/undergraduate/academics/minors. We anticipate some participants would come from among our English majors and from among members of the Jimenez-Porter Writers House community. One of our chief aims is to attract students from all across the campus, beyond the College of Arts and Humanities, to the sciences and social sciences.
II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The minor in Creative Writing offers students the opportunity to engage deeply with their own writing and that of their peers in a graduated series of workshops led by professional writers of poetry and prose. Participants in the program take four workshops sequentially during their undergraduate careers, plus one upper-level English literature course of their choice. Eligibility for the Creative Writing minor requires either successful completion of a 200-level Creative Writing workshop with a grade of A, or submission of an acceptable portfolio of work to the Creative Writing faculty.

Fifteen credit hours consist of the following:

- Three credits at the 200-level (ENGL294 or ENGL296 or ENGL297 or AASP298W/ENGL278C)
- Three credits at the 300-level (ENGL396 or ENGL397)
- Six credits at the 400-level (two sections of ENGL498 or ENGL499)
- Three credits in any upper-level English literature course.

After completing the 200-level course, students choose to specialize in either prose (396, 498) or poetry (397, 499). Students in the Jimenez-Porter Writers’ House program may substitute either ARHU319 or ARHU 319A for one of the 400-level CW workshops.

Students who fulfill Minor requirements will receive a Minor on the official transcript. Please contact the English Undergraduate Studies Office for more information.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

Four courses (12 credits) in Creative Writing Workshops

ENGL294, Introduction to Creative Writing; or ENGL296, Beginning Fiction Workshop; or ENGL 297, Beginning Poetry Workshop; or AASP298W/ENGL278C, Special Topics in African American Studies: Introduction to Creative Writing: African American Perspective with a grade of A; or the equivalent from another institution (3 credits). Students may petition by submission of a portfolio to be exempted from this requirement. Students who are exempt from the 200-level requirement will take an additional 400-level workshop.

Either ENGL396, Intermediate Fiction Workshop, or ENGL397, Intermediate Poetry Workshop (3 credits).
Either ENGL498, Advanced Fiction Workshop, or ENGL499, Advanced Poetry Workshop, taken twice (6 credits).

Students may substitute one of the upper-level Jimenez-Porter Writers' House workshops for one section of ENGL489 or ENGL499.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Admission to the Creative Writing minor is based either on successful completion of a 200-level Creative Writing workshop with a grade of A, or by submission of an acceptable portfolio of work to the Creative Writing faculty. Students may satisfy the 200-level workshop requirement with appropriate transfer credit.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program's learning outcomes and explain how they will be measured.

Learning outcomes for the Creative Writing Minor will be assessed as part of the Learning Outcomes Assessment process for the English B.A. program.

B. Include a general assessment plan for the learning outcomes.

Not applicable.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program?

Oversight will be provided by the four members of the Creative Writing Minor Committee. The committee will consist of the Director of Creative Writing, the Director of Jimenez-Porter Writers' House, the Director of English Undergraduate Studies, and the Senior Advisor for English Undergraduate Studies.

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.

Not applicable.

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.
Not applicable.

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

Not applicable.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

The Creative Writing Program and Jimenez-Porter Writers' House will work closely together in the oversight of the Creative Writing Minor and in the sponsoring of activities of interest to all undergraduate creative writers at the University of Maryland. College Park.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

Not applicable.

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The Creative Writing Program and Jimenez-Porter Writers' House are both committed to every aspect of diversity and support a highly diverse body of faculty and students. Every effort will be made to recruit a highly diverse body of students from across campus to participate in the Creative Writing Minor.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

None. The Creative Writing Minor can be operated without any additional library or information resources beyond those already available at the university.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.
None. The Creative Writing Minor can be operated without any additional facilities. Classroom space in Tawes Hall should be adequate to house any additional sections of upper-level Creative Writing Workshops.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

The additional sections of undergraduate Creative Writing courses required for full implementation of the Creative Writing Minor can be accommodated by existing facilities.

IX. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

No new courses will be needed to support the Creative Writing Minor.

In order to fully implement the Creative Writing Minor, we anticipate needing two additional sections of 200-level Creative Writing, plus two sections at the 300 level and two sections at the 400-level. I have consulted with the Chair of the Department of English, Kent Cartwright, who has assured me that we have the resources to staff these additional sections.

Additional sections at the 200-level, like existing sections, will be staffed largely by graduate student T.A.s in the English M.F.A. program.

Additional sections at the 300 and 400 level will be staffed by our existing Creative Writing faculty, supplemented by regular faculty who are published creative writers and, occasionally, by qualified adjunct faculty.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

We believe that current faculty and staff should be largely adequate for the Creative Writing Minor. Each semester, the English Department routinely hires a small number of adjuncts to replace classes lost because of faculty taking leave. We may occasionally hire adjuncts to teach upper-level Creative Writing workshops. These will be paid for out of departmental instructional or discretionary funds.
C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

Teaching duties will be entirely covered by existing faculty and T.A.s. Creative Writing faculty may occasionally be reassigned from teaching literature courses to teaching Creative Writing workshops. The department's M.F.A. program should be able to supply sufficient T.A.s to cover additional sections at the 200-level.

Advising duties for the program, which should be minimal, can be absorbed by the current advising staff of the English Undergraduate Studies Office. We anticipate that some participants in the Creative Writing Minor will be English majors who must already be advised every semester. We do not anticipate needing additional advisors.

Administrative duties for the program will be handled by the English Undergraduate Studies Office in conjunction with the Creative Writing Program. We do not anticipate needing additional administrative resources.

D. Identify the source to pay for the required physical resources identified in Section VIII. above.

Not applicable.

E. List any other required resources and the anticipated source for them.

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).
ENGLISH DEPARTMENT: CREATIVE WRITING MINOR
15 Credits (no more than 3 credits at the 200-level; at least 3 credits at the 400 level)

Name: ___________________________ UID: _______________________

Email: ___________________________ Telephone: _______________________

Intended Graduation Date: ___________________________

- A grade of C or better is required in each of the courses making up the 15 credits of the minor.
- Students will gain admission to the 300-level courses either by earning an A in a 200-level Creative Writing course or by submitting an acceptable portfolio of work to the English Department Creative Writing Program.
- Students must select either a poetry track or a fiction track by the time they begin taking 300-level courses.
- Participants in the Creative Writing minor will be advised in the English Undergraduate Studies Office, Tawes Hall 1128 (tel. 301-405-3825).

Fifteen credit hours should consist of the following:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEM.</th>
<th>GRADE</th>
<th>OVERLAP</th>
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<tbody>
<tr>
<td>Three credits at the 200 level (ENGL294 or ENGL296 or ENGL 297 or AASP298W/ENGL278C or the equivalent transfer credits)</td>
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| Three credits at the 300 level (ENGL396 or ENGL397) | --- | --- | --- |

| Six credits at the 400 level (ENGL498 or ENGL499 taken twice) | 1) | --- | --- | --- |
| --- | 2) | --- | --- | --- |

| Three credits of ENGL literature (Any upper-level English literature course) | --- | --- | --- |

Please note the following:
1) Students admitted directly to a 300-level workshop must take three workshops (9 credits) at the 400 level.
2) Students in the Jiménez-Porter Writers’ House program may substitute ARHU319 for one of the 400-level Creative Writing workshops (ENGL498 or ENGL 499).
3) Students in the Jiménez-Porter Writers’ House program, who also wish to complete the Creative Writing minor, may count ARHU319 and their three-credit supporting class (a total of six credits) toward the minor, provided that the supporting class is a 300- or 400-level English course.
4) Students who are English majors may count any six appropriate credits of the Creative Writing minor towards completion of the major.
5) Students in the Jiménez-Porter Writers’ House program, who are also English majors, and who wish to complete the Creative Writing minor, may double count credits as explained in items 2 and 3 above. They may not, however, “triple-count” credits; that is, they may not use any of the same credits to satisfy both the Jiménez-Porter Writers’ House program and the English major.

(Revised 9/17/10-version 4)
Monday, April 19, 2010 2:09 PM

To: Thomas Colborn Moser Jr

Dear Tom:

I am writing to confirm that I have read the attached proposal and am fully supportive of the plan for a Creative Writing Minor. This new Minor will be a benefit to us in that it gives the substantial undergraduate creative writing community another way to shine. I'm sure that undergraduates will be interested in participating.

I will be happy to serve on the committee and provide oversight as needed.

Johnna Schmidt

Johnna Schmidt, Director
Jiménez-Porter Writers’ House
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