Omit “or ENGL 404 Independent Study” from requirements in both the poetry and fiction options for the Concentration in Creative Writing within the English Major.

For the poetry option, instead of the requirement reading “ENGL 402 Advanced Workshop in Poetry Writing or ENGL 404 Independent Study,” the requirement will henceforth read “ENGL 402 Advanced Workshop in Poetry Writing.”

For the fiction option, instead of the requirement reading “ENGL 403 Advanced Workshop in Fiction Writing or ENGL 404 Independent Study,” the requirement will henceforth read “ENGL 403 Advanced Workshop in Fiction Writing.”
This is a “housekeeping” revision that better approximates the way in which the capstone experience is administered for creative writing concentrators. Early on in the life of the program, it was the case that students either took ENGL 402 or 403 (the capstone workshops) or they took ENGL 404, an independent study with a creative writing professor. As the program has grown, and as the department has looked to fine-tune the way in which independent studies are awarded through a system tied to student merit and accomplishment, the ENGL 404 option for concentrators has become largely unavailable, and most students—except on rare occasions where an exception must be made due to scheduling—are taking the workshops (ENGL 402 or 403) instead. The department feels that leaving the “or ENGL 404 Independent Study” language on the requirement now falsely represents to students the options available to them. In rare occasions, exceptions may still be made by the Chair or the Associate Chair, but with this change the requirement would truly reflect departmental practice.

Additionally, the department has adopted a policy that professors may supervise a maximum of 2 independent studies a semester, so this is no longer a practical venue for students to plan the completion of the capstone in creative writing through independent study.

IV. CURRICULUM

A. Provide the complete curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program.

B. Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog. Attach the completed COURSE FORM and a sample syllabus for each new course.

There are no new curricular forms required as this is a deletion of an option for a requirement.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Capstone outcome is to develop a mature writing and reading process for the student including the ability to compose and revise their own creative work</td>
<td>evaluation of a completed and revised portfolio of 25 pages of poetry and/or 50 pages of short fiction.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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</tr>
</tbody>
</table>
Additional Outcomes or Comments:
** the above describes the work completed in ENGL 402, 403 or 404

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses: if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

This change will allow professors to work with only the most advanced students in independent studies and will allow the department to treat independent studies as they were intended: as the province of a deserving few rather than as an option for a requirement which many must fill.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

By placing all of these students into ENGL 402 and ENGL 403, professors will be teaching them in group settings rather than in extremely labor-intensive independent studies.

VIII. APPROVAL and SIGNATURES

1. Signature of Department Chair or Program Director:
   
   
   Date: 2/20/12

2. Signature of Academic Dean:

   Date: 2/21/12

3. Signature of Provost:

   Date: 3/8/12

4. Signature of Curriculum Committee Chair:

   Date: 

5. Signature of Budget Committee Chair:
6. Signature of Academic Planning Committee Chair:

Date: ____________________________

7. Signature of Faculty Senate Secretary:

Date: ____________________________

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.