STATE OF INDIANA
COMMISSION FOR HIGHER EDUCATION

INSTITUTION: Indiana University Purdue University Columbus

COLLEGE: Division of Liberal Arts

DEPARTMENT: English

DEGREE PROGRAM TITLE: Bachelor of Arts in English

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE:

Bachelor of Arts in English, Indiana University, IUPUC

SUGGESTED CIP CODE: _____230101____

LOCATION OF PROGRAM/CAMPUS CODE: Columbus Campus/CC

PROJECTED DATE OF IMPLEMENTATION: Fall 2013

DATE PROPOSAL WAS APPROVED BY INSTITUTIONAL BOARD OF TRUSTEES: ____________________________

________________________________________
SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER

DATE ________________________________

DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION ________________________________

COMMISSION ACTION (DATE) ________________________________
A. ABSTRACT
Bachelor of Arts in English to be offered by Indiana University at Indiana University-Purdue University at Columbus

Objectives: The Bachelor of Arts in English will provide students with a broad-based understanding of the human experience and prepare students for entry-level positions in primary and secondary education; arts and communications; marketing, sales, and services; human services; and business, management, and administration as well as professional school or graduate study in English or related disciplines.

Clientele to be served: IUPUC draws the vast majority of its students from Bartholomew, Brown, Decatur, Jackson, Jefferson, Jennings, Johnson, Ripley, and Shelby counties in south central and southeastern Indiana, but also has students from more than 15 other counties. IUPUC’s current student body includes 93.4% undergraduates and 6.6% graduate students, 47% full-time students and 53% part-time students, 70% women and 30% men, 99.3% residents of Indiana, 94.1% non-minority and 5.9% minority, including African American, Asian American, Hispanic American, and Native American.

Curriculum:

The program offers two paths to graduation, one in Creative Writing and another in Literature.

Total credit hours: 120

Credit hours for required courses:

Each concentration requires a General Education Core (71-73 credit hours):

- First-year experience (1)
- Communication (19)
- Analytic Skills (6)
- History (6)
- Arts and Humanities (6)
- Comparative World Cultures (3)
- Natural Sciences (9-11)
- Social Sciences (6)
- 300/400-level advanced courses not in major (15)

Subject areas of required courses:

Each of the concentrations requires 33 credit hours in English with a minimum of 15 credit hours at the 300-400 level.
Creative Writing Concentration:
- Gateway Courses: (2 of the following courses) Intro to Creative Writing, Intro to Fiction Writing, and Intro to Poetry Writing (6)
- Concentration Core (12)
  -- includes 4 courses in at least two genres, including at least one at 400 level, 400-level preferred
- Literature (9)
- Language, Pedagogy, and Editing (3)
- Capstone (3)

Literature Concentration
- Gateway Course: Literary Interpretation (3)
- Concentration Core
  --Britain (6)
  --Critical and Historical Foundations (6)
  --Shakespeare (3)
  --Diversity (3)
- English Experience
  --Language and Linguistics (3)
  --Editing (3)
  --English Elective (3)
- Capstone (3)

Additional credit hours:
Each concentration also requires 14-16 hours of electives, courses that apply toward degree but not toward above requirements to bring total hours to 120.

If graduate degree, what are prerequisites and undergraduate preparation? N/A

Internships or practica: None are required, but students are encouraged to engage in an internship during their junior or senior year.

Unique and innovative features:
This program is designed to serve the specific situation of IUPUC and its students by providing students with two different English concentrations that can be undertaken completely at the IUPUC campus. It does so by tapping into the unique teaching and research strengths of IUPUC’s four full-time English professors as well as faculty from the Division of Education. It does all of this while maintaining compatibility with the approved current program at IUPUI. It also is designed to align with a B.S. in Secondary Education – Language Arts, which is currently being developed at IUPUC.
Employment possibilities:

English majors learn to read critically, write, listen, clarify, question, respond, organize, synthesize, persuade, interpret, and innovate. In addition, the English degree focuses on understanding and analyzing the human experience and communicating ideas about such understanding using effective language. Graduates in the two concentrations will be highly qualified for professional schools such as law school; lawyer is ranked 26th among Hoosier Hot Jobs. Alternatively, they can pursue post-secondary teaching opportunities, ranked 13th among Hoosier Hot Jobs, by earning an M.A. or Ph.D. in English or an MFA in Creative Writing. Graduates are also well prepared to compete in the job market in arts and communication field; marketing, sales, and services field; human services field; and business, management, and administration field. In total, English BA graduates qualify for six (of 50) additional Hoosier Hot jobs, including those in human resources, customer service, and sales. In all these fields, the ability to write and speak clearly is important. Moreover, their adaptability and flexibility, research and teamwork skills, ability to see things from different perspectives, understanding of the human condition, and ability to think creatively are assets. Moreover, students may opt to pursue secondary education certification (grades 6-12) in the Language Arts. Hence, English degree graduates are well prepared to contribute to the local, national, and international job markets.

B. Program Description

1. Proposed Program and Stated Objectives

IUPUC English faculty has continuously and increasingly provided a large number of courses that serve other disciplines as requirements for writing, research, and the humanities. Since approximately 2006, IUPUC has offered the full range of courses for IUPUC students to complete the English degree in three IUPUI concentrations, Literature, Creative Writing, and Literacy, created by the IUPUI English Department in 2004. With IUPUI’s new program concentrations implemented in fall 2010, IUPUC seeks to adjust its curriculum to maintain its alignment with IUPUI and bolster its offerings for future students. Furthermore, IUPUC wants to get credit - as we already do for Business, Nursing, and Psychology - for programs for which we offer locally all the degree requirements.

English is the study of language and literature, with focus on close reading, critical analysis, constructing arguments, and creative expression. English majors are trained to ask probing questions and to articulate exploratory, reflective, analytical, critical, and creative responses to them. English majors gain experience reading a wide array of literature, from poetry, short stories, and novels, to essays, nonfiction works, drama, and an increasing number of visual texts. With experience reading and

1 Liberal Arts degrees focus on communication and problem solving skills that employers most want. See “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn,” (AAC&amp;U and Hart Research Association, 2010); Furthermore, one indication of the diverse uses of liberal arts degrees is the fact that about 15% of Fortune 500 CEOs have liberal arts degrees. See Adrienne Rich, “CEOs’ Varying Degrees,” USA Today.
reacting to a plethora of texts, English majors build experience in effectively communicating significant ideas about the human condition with an eye toward culture, diversity, ethics, and imagination.

The Bachelor of Arts degree is designed around two sides of the same coin, with the literature track focusing on the written word—responding analytically and persuasively to it—and the creative writing track focusing on writing language that expresses ideas and emotion in effective words and imagery. Both sides consider thinking and writing a process and develop avenues for attempting to comprehend what it means to be human. Both of the degrees provide a suitable foundation for entry into professional areas such as journalism, law, advertising, publishing, editing, writing in the professions or creatively, public relations, and teaching. The program also provides a solid base for the real-world changes typical of today's college graduates. Whether graduates stay close to more traditional career opportunities or choose to use English as a springboard into different areas, the analytical, expressive, and creative skills acquired in completing this degree will prepare them for the fast-paced and changing worlds they will face in their business and personal lives. Appreciation of literature and the written word encourages fuller lives replete with deeper understanding of the world around them and powerful expression in dealing with it.

While reading and writing well are the primary objectives of the English degree, students will also advance in the following objectives:

- Communicate effectively in written and oral venues, adapting to varied audiences
- Read and understand a wide variety of literature and apply those ideas to our contemporary world
- Analyze a wide range of texts using current literary criticism
- Gain a background in the study of the arts, humanities, and sciences
- Appreciate diverse cultures and perspectives
- Demonstrate creativity in critical thinking and written work

2. Admission Requirements, Anticipated Student Clientele, and Student Financial Support

a. Admission requirements:

Admissions requirements are standard for the institution.

b. Prerequisite coursework and/or degrees:

English W131 with a grade of C (2.0) or better or comparable transfer credit, or permission of the instructor.
c. **Anticipated clientele:**

Service courses would continue to serve the growing undergraduate population of IUPUC, currently over 1,600 students who take courses in the general education program and as electives toward their majors.

Major courses would provide the option for majors, currently 19 students, to complete their coursework in Columbus. (In addition, IUPUC currently has 5 students working on English Secondary Education degrees; these students take a mix of the writing and literature content courses in addition to their education courses.) Based on the numbers of majors at other comparable institutions, we believe that the eventual number of English Secondary Education majors would slightly outpace the number of English Creative Writing or English Literature majors.

IUPUC credit hours have risen 29.9% since the fall semester of 2004, marking almost six consecutive years of steady growth for IUPUC. IUPUI has an articulation with Ivy Tech in English (AA English & Communication-English with BA in Liberal Arts-English). This proposal follows that of IUPUI. Given that we share a campus with IUPUI and that IUPUI has increased its focus on student retention, we also anticipate a rising number of transfer students into our program. At IUPUC, the English degree program would add to student opportunities, both increasing potential for growth by attracting more students to the campus and increasing the potential for majors by building a local degree opportunity.

d. **Enrollment limitations:**

If program grows beyond capacity, additional faculty can be added to meet any limitations. Such adjustment could be anticipated only as a very long-term concern or, considering the size of the surrounding communities and the current/projected number of English majors, no concern.

e. If Graduate program, levels of student financial support: N/A

3. **Proposed Curriculum**

a. **Curriculum requirements:**

120 credit hours are required to complete the degree, and include the following:

1 First-year Experience  
19 Communication Core (includes first-year competency in a foreign language)  
6 Analytic Skills  
6 History  
6 Arts and Humanities
Degree requirements are as follows:

**Area 1, Communication Core (19 credit hours):**

- ENG-W131 3 credit hours Elementary Composition I
- Choose one:
  - ENG-W132 3 credit hours Elementary Composition II
  - OR
  - ENG-W231 3 credit hours Professional Writing Skills
- COMM-R110 3 credit hours Fundamentals of Speech Communication

First-year competency in a foreign language is required; American Sign Language counts.

**Area II**

**Analytical Skills (6 credit hours):**

- MATH 3 credit hours
  - MATH-M118 or higher (Except MATH 130, 131, 132)
- One 3 credit hour course from a list of analytical skills courses.

**History (6 credit hours):**

- HIST-H108 3 credit hours World History to 1800
- HIST-H109 3 credit hours World History Since 1800

**Arts and Humanities (6 credit hours):**

Choose two courses from two different departments (not including English) from a list of Humanities courses.

**Comparative World Cultures (3 credit hours):**

Choose one course from a list of Comparative World Cultures courses.

**Natural Sciences (9-11 credit hours):**

Choose two courses, each from different departments, one must be a lab course from a list of natural science courses.

**Social Sciences (6 credit hours):**

Choose two courses from different departments (not in English) from a list of Social Science courses.
Area III

300-400-level Advanced courses (15 credit hours):
  Courses must come from at least 3 different departments, not in English.
  Courses must be in Liberal Arts/Science/Herron/Journalism.

Electives (14-16 credit hours):
  Courses that apply toward degree but not toward above requirements or in
  major to bring the total hours toward degree to 120.

Area IV, English Requirements (33 credit hours):

  Each concentration requires 33 credit hours in English with a minimum of 15
  credit hours at the 300-400 level. A minimum grade of C is required
  in each concentration course.

  A cumulative GPA of C (2.0) or higher is required; 30 credits must be at the 300-
  400 level. At least 26 credit hours must be completed after admission to the School
  of Liberal Arts and at least 12 credit hours must be completed in residence in
  English. In cases where one course fulfills multiple requirements, the credits count
  only one time.

b. Sample Curriculum:

Below are examples of ways English majors can fulfill the requirements for each
concentration in the degree program. In many cases, there are other courses which can
fulfill the same degree requirements. Students will consult with their advisor as they plan
their program of study to help them ensure meeting all requirements and keeping them on
a fast-track to graduation. Students who wish to take fewer credit hours in one semester
may take courses in summer sessions.

- B.A. in English with concentration in literature

Freshman Year
  First Semester
  ENG-W131 Elementary Composition 3 credit hours
  COMM-R110 Fundamentals of Speech Communication 3 credit hours
  SOC-R100 Introduction to Sociology 3 credit hours
  UCOL-U110 First-Year Seminar 1 credit hours
  SPAN-S131 Intensive Beginning Spanish I 5 credit hours
  (15)

  Second Semester
  ENG-W132 Elementary Composition II 3 credit hours
  PSY-B104 Psychology as a Social Science 3 credit hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPAN-S132</td>
<td>Intensive Beginning Spanish II</td>
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<td>ENG-Z205</td>
<td>Intro to the English Language</td>
<td>3</td>
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<td>ENG-L207</td>
<td>Women and Literature</td>
<td>3</td>
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<td><strong>Second Year</strong></td>
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<td><strong>First Semester</strong></td>
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<tr>
<td>HIST-H108</td>
<td>World History to 1800</td>
<td>3</td>
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<tr>
<td>MATH-M118</td>
<td>Finite Mathematics</td>
<td>3</td>
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<tr>
<td>GEOL-G109</td>
<td>Fundamentals of Earth History</td>
<td>3</td>
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<td>GEOL-G119</td>
<td>Fundamentals of Earth History Lab</td>
<td>1</td>
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<td>ENG-W207</td>
<td>Introduction to Fiction Writing</td>
<td>3</td>
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<td>ENG-L202</td>
<td>Literary Interpretation</td>
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<td>HIST-H109</td>
<td>World History Since 1800</td>
<td>3</td>
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<td>SOC-R359</td>
<td>Sociological Statistics</td>
<td>3</td>
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<td>ENG-L352</td>
<td>American Literature II</td>
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<td>PSY-B105</td>
<td>Psychology as a Biological Science</td>
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<td>ENG-W280</td>
<td>Literary Editing and Publishing</td>
<td>3</td>
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<td><strong>Third Year</strong></td>
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<td><strong>First Semester</strong></td>
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<td>ANTH-A104</td>
<td>Cultural Anthropology</td>
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<td>AST-A100</td>
<td>The Solar System</td>
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<td>ENG-L204</td>
<td>Introduction to Fiction</td>
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<td>ENG-L354</td>
<td>American Literature III</td>
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<td>INTG-I300</td>
<td>Junior/Senior Integrator</td>
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<td><strong>Second Semester</strong></td>
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<tr>
<td>ENG-L315</td>
<td>Major Plays of Shakespeare</td>
<td>3</td>
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<tr>
<td>ANTH-E320</td>
<td>Indians of North America</td>
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<tr>
<td>PSY-B310</td>
<td>Life Span Development</td>
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<td>PSY-B370</td>
<td>Social Psychology</td>
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<td>ENG-L382</td>
<td>Fiction of the Non-Western World</td>
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<td><strong>Fourth Year</strong></td>
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<td><strong>First Semester</strong></td>
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<tr>
<td>ENG-L301</td>
<td>English Literature I</td>
<td>3</td>
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<tr>
<td>SPEA-J101</td>
<td>American Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-A460</td>
<td>Anthropology of Globalization</td>
<td>3</td>
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<td>COMM-R330</td>
<td>Communication Criticism</td>
<td>3</td>
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<td>ENG-E450</td>
<td>Capstone Seminar</td>
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<tr>
<td><strong>Second Semester</strong></td>
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<tr>
<td>ENG-L302</td>
<td>English Literature II</td>
<td>3</td>
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<tr>
<td>ENG-W365</td>
<td>Literary Editing and Publishing</td>
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</tbody>
</table>
ENG-W401 Advanced Fiction Writing 3 credit hours
HER-H100 Art Appreciation 3 credit hours

B.A. in English with concentration in creative writing

Freshman Year
First Semester
ENG-W131 Elementary Composition 3 credit hours
COMM-R110 Fundamentals of Speech Communication 3 credit hours
SOC-R100 Introduction to Sociology 3 credit hours
UCOL-U110 First-Year Seminar 1 credit hours
SPAN-S131 Intensive Beginning Spanish I 5 credit hours
(15)

Second Semester
ENG-W132 Elementary Composition II 3 credit hours
PSY-B104 Psychology as a Social Science 3 credit hours
SPAN-S132 Intensive Beginning Spanish II 5 credit hours
ENG-Z205 Intro to the English Language 3 credit hours
ENG-L207 Women and Literature 3 credit hours
(17)

Second Year
First Semester
HIST-H108 World History to 1800 3 credit hours
MATH-M118 Finite Mathematics 3 credit hours
GEOL-G109 Fundamentals of Earth History 3 credit hours
GEOL-G119 Fundamentals of Earth History Lab 1 credit hours
ENG-W207 Introduction to Fiction Writing 3 credit hours
ENG-L208 Introduction to Poetry 3 credit hours
(16)

Second Semester
HIST-H109 World History Since 1800 3 credit hours
SOC-R359 Sociological Statistics 3 credit hours
ENG-W301 Writing Fiction 3 credit hours
PSY-B105 Psychology as a Biological Science 3 credit hours
ENG-W280 Literary Editing and Publishing 3 credit hours
(15)

Third Year
First Semester
ANTH-A104 Cultural Anthropology 3 credit hours
AST-A100 The Solar System 3 credit hours
ENG-W305 Writing Creative Nonfiction 3 credit hours
ENG-W208 Introduction to Poetry Writing 3 credit hours
INTG-I300 Junior/Senior Integrator 3 credit hours
(15)

Second Semester
ENG-W303 Writing Poetry 3 credit hours
ANTH-E320 Indians of North America 3 credit hours
PSY-B310 Life Span Development 3 credit hours
PSY-B370 Social Psychology 3 credit hour
ENG-L382 Fiction of the Non-Western World 3 credit hours

Fourth Year
First Semester
ENG-W403 Advanced Poetry Writing 3 credit hours
ENG-L301 English Literature I 3 credit hours
SPEA-J101 American Criminal Justice System 3 credit hours
ANTH-A460 Anthropology of Globalization 3 credit hours
ENG-E450 Capstone Seminar 3 credit hours

(15)

Second Semester
ENG-W401 Advanced Fiction Writing 3 credit hours
ENG-L315 Major Plays of Shakespeare 3 credit hours
ENG-W411 Directed Writing 3 credit hours
HER-H100 Art Appreciation 3 credit hours

(12)

c. Existing courses:

The following courses have been approved for teaching at IUPUC:

Creative Writing Concentration Courses*:

ENG W206 Introduction to Creative Writing
ENG W302 Screenwriting
ENG W207 Introduction to Fiction Writing
ENG W301 Writing Fiction
ENG W208 Introduction to Poetry Writing
ENG W303 Writing Poetry
ENG W305 Writing Creative Nonfiction
ENG W206 Introduction to Creative Writing
ENG W403 Advanced Poetry Writing
ENG E450 Capstone Seminar
ENG W401 Advanced Fiction Writing
ENG W411 Directed Writing (only with permission)

English Literature Concentration Courses*:

ENG L202 Literary Interpretation
ENG L301 English Literature I
ENG L207 Women and Literature
ENG L351 American Literature I  
ENG L378 Studies in Women and Literature  
ENG L203 Introduction to Drama  
ENG L352 American Literature II  
ENG L220 Introduction to Shakespeare  
ENG L204 Introduction to Fiction  
ENG L301 English Literature I  
ENG L354 American Literature III  
ENG L315 Major Plays of Shakespeare  
ENG L205 Introduction to Poetry  
ENG E450 Capstone Seminar

**Elective Courses:**

Students with literature concentrations can take any English course outside of literature at the 200 or above level to fulfill their elective requirement of three credit hours.

Students with creative writing concentrations can take any three literature courses at the 200-level or higher (at least one at 300 or 400 level) to fulfill their elective requirement of nine credit hours.

d. **New courses:**

No new courses have been designed for this program; all courses are part of IUPUI’s approved curriculum. The vast majority of the courses have already been offered at the IUPUC campus. The following courses are new to the IUPUC campus:

**Creative Writing Concentration***:

ENG W280 Literary Editing and Publishing  
ENG W365 Theory and Practice of Editing

**English Literature Concentration ***:

ENG W280 Literary Editing and Publishing  
ENG L302 English Literature II  
ENG L379 American Ethnic and Minority Literature  
**ENG W365 Theory and Practice of Editing**  
ENG L382 Fiction of the Non-Western World

* courses in bold above apply to both concentrations

e. **Courses at another institution**
All courses are available at IUPUI.

4. Form of Recognition

a. Type of degree to be awarded

Indiana University, Bachelor of Arts in English

b. Indiana University’s suggested CIP Code: 230101

c. Program, organizational and site information on diploma

Bachelor of Arts in English, Indiana University, Columbus

5. Program Faculty and Administrators

a. Current faculty and Administrators

Administrators:

Marwan A. Wafa, Ph.D.
Vice Chancellor & Dean

Gary Felsten, Ph.D.
(Interim) Associate Dean for Academic Affairs

Andrae M. Marak, Ph.D.
Head, Division of Liberal Arts

Full-time Faculty:

Lewis (Terry) Dibble, Ph.D.
Lecturer, English

Julie Goodspeed-Chadwick, Ph.D.
Assistant Professor of English

Lisa Siefker Bailey, Ph.D.
Lecturer, English

Katherine V. Wills, Ph.D.
Assistant Professor of English
Adjunct Faculty:

Mohammed Ansari, Ph.D., Folklore

Rob Stilwell, Ph.D., English

The following adjunct faculty have Master's degrees:

Brantley Blythe, English

Mary Collins, Elementary Education

Mary Ferdon, Urban Administration

Lyna Gunderson, Curriculum and Instruction

Elisabeth Hegmann, Creative Writing

Jenn Horn, Folklore & English

Deb Lang, English

Nancy McGill, Secondary Education and English

Keith Valenza, English

Kevin Welsh, Fine Arts

Cheryl Zuckschwerdt-Ellsbury, English

b. New faculty positions required:

No new faculty positions are required to implement this program. The campus does, however, need to add the staff position of advisor and more faculty in the Division of Liberal Arts to provide properly the necessary general education courses to support this and other programs. While not necessary to implement the program, one of the campus’s long-term goals is to reduce reliance on adjunct faculty by adding more full-time tenure-track and lecturer positions, keeping tenure-track or tenured positions to at least 50%, per IU policy. Increased student enrollment from this degree program will allow us to do both.

6. Needed Learning Resources

a. Library holdings, equipment, laboratories, clinical and research facilities available
Because we have access to IUPUI and IU libraries, which includes the complete holdings of the Indiana University library system through interlibrary loan, additional library holdings are not required to implement this program.

b. Need for additional learning resources

None necessary. Consideration of how to increase international experiences, Eportfolio, and ENG-W231 service learning projects are opportunities for future growth.

7. Other Program Strengths

a. Special Features

IUPUC’s program is unique for three discrete reasons: First, if approved, it would be the only English B.A. degree offered in South Central Indiana. Second, if approved, it would follow best practices (as established by IUPUI) while giving IUPUC the flexibility to adjust to local needs. Third, while following best curricular practices as noted above, it builds on the unique skills of IUPUC’s English faculty. All English faculty bring their enthusiasm for literature and writing into the classroom. Students benefit by being engaged in classroom activities and doing their own research and generating their own creative writing under English faculty supervision. Full-time faculty are actively engaged in current research in their fields. Tenured faculty have produced significant work in their fields. Julie Goodspeed-Chadwick focuses on identity politics, namely the politics inherent in identity constructions, and responses to trauma in modern and contemporary literature. She works within various critical theory schools, and her scholarship is indebted to feminism and gender studies, trauma studies, embodiment theories, poststructuralism, structuralism and semiotics, Marxism, cultural studies, and ethnic studies. Katherine Wills integrates multi-modal writing and technology into her research. Emphasizing that writing is no longer limited to linear alphanumeric books and flat texts, she demonstrates how effective rhetorical writing entails a postmodern pastiche of technological and cultural applications such as graphics, song lyrics, creative writing, technical graphics, cultural studies, interactive linkages, social networking, blogs, videos, and more. Both tenured faculty have, along with publishing numerous articles, recently published books and won the IUPUC research award. IUPUC English lecturers have also been active in research and keep current in their areas of expertise by attending national and regional conferences. Terry Dibble’s areas of expertise include Nineteenth-century literature and culture, semiotics, rhetoric, linguistics, Japanese and Chinese literature, interarts studies, literature and science, pedagogy, memory, Marcel Proust, Adrienne Rich, Walter Benjamin, Maurice Merleau-Ponty, and Philip K. Dick. Lisa Siefker Bailey brings a background in theatre to her current interest in interdisciplinary approaches to writing and literature, especially in drama, with focuses on Shakespeare and contemporary literature. All full-time faculty share their research in significant ways in their teaching. Adjunct faculty in English round out the program with their wide variety of backgrounds. With six fully prepared faculty (four full-time and two part-time), and nine
part-time faculty with experience delivering all the courses necessary for students to graduate, the program already exists in all but name.

b. **Anticipated Collaborative Arrangements with Other Parties**

With faculty work ranging widely in areas such as technology and multimedia, ePortfolios, feminist investigation of war and trauma, linguistics, Japanese and Chinese literature, theatre, business writing, writing across the curriculum, writing in the disciplines, and interdisciplinary studies, full-time faculty have the potential to collaborate with other parties in a variety of ways both within the university, in the community, and across the country, as well as internationally in the long-range future.

On campus, the active English and Drama Club publishes the campus magazine of the arts, *Talking Leaves*. The magazine provides a venue for all IUPUC students to publish their creative work. Instructors of ENG-W280 Literary Editing and Publishing and/or ENG-W365 Theory and Practice of Editing have the potential of working with the English and Drama Club in tandem with students of those respective classes. The English program also plans to work closely with the Division of Education and its push for a Bachelor of Arts – Secondary Education Language Arts degree.

C. **Program Rationale**

1. **Institutional Factors**

   a. **Compatibility with the institution's mission**

   The mission of IUPUC is to be a leading resource in South Central Indiana for the university-based education of its citizens through excellence in teaching, scholarship, creative activity, and service, producing competent and motivated graduates. Delivering the English degree program would contribute directly to this mission by providing more opportunities for students in the region of focus to achieve excellence in the classroom and the community and to graduate without having to drive to Indianapolis.

   b. **Planning process resulting in this proposal**

   This proposal results from a request of the Vice Chancellor who realized that English faculty already deliver all the courses necessary for the IUPUI English degree. Receiving official recognition of this would advance IUPUC’s mission of being a leading resource in South Central Indiana for university-based education by allowing IUPUC to better respond to local needs in the region.
Although IUPUI offers three concentrations, the Division of Liberal Arts determined student demand at IUPUC is not strong enough for the literacy concentration to continue offering it. Nonetheless, offering two concentrations – creative writing and literature – is consistent with both national trends and comparable regional universities.

English faculty have flexible two-year rotations. The course frequency suggested in this proposal builds directly on the infrastructure currently in place.

c. Impact of the proposed program on other programs

We already offer all the necessary components of a B.A. in English. Hence, IUPUC would like to get credit for the program. Furthermore, if the same percentage of students at IUPUC majored in English as major in English at IUPUI (where they have a much wider range of choices), then we would currently have 27 English majors instead of 19, a 42% increase. Hence, we suspect that once IUPUC “owns” the English degree, the actual number of students enrolled in the program will rise to at least a comparable level. From there, English should be able to attract more students as overall enrollment at IUPUC grows.

More broadly, this program will serve as the first of several Liberal Arts programs proposals that will eventually provide the basis for better serving the local needs of citizens in South Central Indiana. Without a core of Liberal Arts offerings to balance IUPUC’s already strong offerings in business, education, and nursing, IUPUC will never become a leading destination of choice for students seeking small university experience.

d. Describe how program would more fully utilize existing resources

All requirements for a student to pursue the program can be completed at the IUPUC campus. By converting to an official degree seeking program, IUPUC will be able to show students a simpler and less expensive path to completion. IUPUI resources currently engaged in administering and reporting the program will no longer be needed for IUPUC. IUPUI can therefore focus its resources on programs offered at IUPUI instead of programs offered at IUPUC.

Courses would be offered with the following frequency:

**Creative Writing Concentration Course Frequency***:

**Offered Fall odd years (2015, 2019, 2023, 2027, etc.)**
- ENG W206 Introduction to Creative Writing
- ENG Z205 Introduction to the English Language

**Offered Spring even years (2012, 2016, 2020, 2024, 2028, etc.)**
ENG W280 Literary Editing and Publishing
ENG W302 Screenwriting

Offered Fall even years (2012, 2016, 2020, 2024, 2028, etc.)
ENG W207 Introduction to Fiction Writing

Offered Spring odd years (2013, 2017, 2021, 2025, 2029, 2033, etc.)
ENG W301 Writing Fiction
ENG W365 Theory and Practice of Editing

Offered Fall odd years (2013, 2017, 2021, 2025, 2029, 2033, etc.)
ENG W208 Introduction to Poetry Writing

Offered Spring even years (2014, 2018, 2022, 2026, 2030, 2034, etc.)
ENG W303 Writing Poetry
ENG W305 Writing Creative Nonfiction

Offered Fall even years (2014, 2018, 2022, 2026, 2030, 2034, etc.)
ENG W206 Introduction to Creative Writing
ENG W403 Advanced Poetry Writing
ENG E450 Capstone Seminar

Offered Spring odd years (2015, 2019, 2023, 2027, 2031, 2035, etc.)
ENG W401 Advanced Fiction Writing
ENG W411 Directed Writing (only with permission)

English Literature Concentration Course Frequency*:

Offered Fall odd years (2011, 2015, 2019, 2023, 2027, etc.)
ENG L202 Literary Interpretation
ENG L301 English Literature I
ENG Z205 Intro to the English Language

Offered Spring even years (2012, 2016, 2020, 2024, 2028, etc.)
ENG L207 Women and Literature
ENG L351 American Literature I
ENG L378 Studies in Women and Literature
ENG W280 Literary Editing and Publishing

Offered Fall even years (2012, 2016, 2020, 2024, 2028, etc.)
ENG L203 Introduction to Drama
ENG L302 English Literature II
ENG L379 Multicultural and Ethnic Literature

Offered Spring odd years (2013, 2017, 2021, 2025, 2029, 2033, etc.)
ENG W365 Theory and Practice of Editing
ENG L352 American Literature II
ENG L220 Introduction to Shakespeare

**Offered Fall odd years (2013, 2017, 2021, 2025, 2029, 2033, etc.)**
ENG L204 Introduction to Fiction
ENG L301 English Literature I
ENG L354 American Literature III

**Offered Spring even years (2014, 2018, 2022, 2026, 2030, 2034, etc.)**
ENG L315 Major Plays of Shakespeare
ENG L382 Fiction of the Non-Western World

**Offered Fall even years (2014, 2018, 2022, 2026, 2030, 2034, etc.)**
ENG L205 Introduction to Poetry
**ENG E450 Capstone Seminar**

* courses in bold above apply to both concentrations

2. **Student Demand**
   
a. **Description of enrollment projections**

   The first IUPUC English graduate – a student who earned her degree completely at IUPUC but was awarded her degree at IUPUI - earned her degree in 2007. Her success was followed by two informal graduates in 2008 and another in 2009. The year 2009 boasted a cohort of four informal graduates. The 2011 graduation ceremony saw the addition of four more graduates to the IUPUC list of successful completions. Making the degree a formal program would surely increase the number of students would be attracted to the degree and increase their opportunities to complete it in a timely manner. IUPUC currently has 19 majors in creative writing and literature. It should be noted that students often have interest in both tracks and may change their concentrations for a variety of reasons. The current division of the 19 majors includes 10 with the creative writing concentration and 9 with the literature concentration. Enrollment projections are based on this history and the current projection for growth of the student body as a whole.

b. **Enrollment and completion data**

   See Table 1.

3. **Transferability**
The first thirty hours of general education requirements are transferable to and from any state-approved university; see handbook and Transfer Indiana. Other IU campuses generally accept transfer credits within the system. Transferring to or from IUPUI would be especially simple, as the courses run parallel in the concentrations. It is anticipated that students would elect to complete the degree at the Columbus campus, as they have begun to do in increasing numbers since 2007.

4. Access to graduate and professional programs

The B.A. in English prepares interested students for a variety of graduate programs. Most students who wish to enter graduate work with a degree in English do so in English, the Master of Fine Arts in Creative Writing, law school, or other related fields in the liberal arts or in business where the spoken or written word is valued. One of our informal graduates, Lindsey Daugherty, is currently enrolled in the IUPUI M.A. program in English.

5. Demand and employment factors

Because of the reliance of almost every business on language to sustain its success and because of the ever-changing and fast-paced world of technology, there is a continuing and increasing demand for employers to hire workers who have skills in analysis and the written and spoken word. Surveys of business leaders consistently show a growing need for critical thinkers and employees who adapt quickly. In 2006, the Association of American Colleges and Universities surveyed 306 businesses about most valuable skills taught in colleges, and teamwork, critical thinking, and communication, won the top three places, in that order. In 2010, IBM’s Institute for Business Values surveyed 1500 chief executives asking what leadership competency they sought above all others, and voter’s top choice was creativity. The approval of the B.A. in English will provide local employers with graduates that have more of the most-desired skills in business today. According to Indiana's higher education commissioner, Stan Jones, "The brain drain is one of the top three or four issues facing the state…If we cannot have a talented pool of young people in the state, we're not going to be able to attract jobs." By generating additions to the talent pool of educated Hoosiers, IUPUC can contribute to the mission of the state and supply local and regional businesses with bright, educable, resourceful, creative graduates.

Major employers in the region, such as Cummins, Columbus Regional Hospital, NTN Driveshaft, Dorel Juvenile Group, Toyota, Wal-Mart, Aisin, the Bartholomew Consolidated School Corporation, the City of Columbus, and The Republic, need employees with skills in teamwork, creativity, and both oral and written communication to balance their staff in their respective professional or trade areas. Bartholomew and Jackson Counties alone (our primary service areas), employ over 54,000 people. As the baby boom generation moves into retirement, many of those jobs will be open, and employers will seek a variety of replacements including those with the analytical and communications skills English majors have to offer.
6. Regional, state, and national factors

a. Comparable programs in region or state

IUPUI’s program is almost exactly the same. Similar programs can be found at other IU regional campuses and at small liberal arts colleges.

b. External agencies: None

D. Program Implementation and Evaluation

Program Implementation

As part of the Indiana University system, the Bachelor of Arts in English will use the evaluation methods of that school, including satisfaction surveys and assessment questionnaires at the time of graduation. Teaching is evaluated by supervisors, peers, and students. IUPUC is currently developing assessment strategies that fit these parameters, and the program will follow the campus as it does. Such assessment will include monitoring enrollment in courses, market demand, and current trends.

Because this program begins with changes from the tracks offered, the current mixture of old and new tracks should be taken into consideration when assessing development. After the new curriculum is installed, courses need to be monitored. In the interim, introductory courses will be offered according to student demand, and upper-level courses through cohort listings, as the Division of Liberal Arts has done for the past five-plus years.

Program Evaluation

E. Tabular Information

1. Table 1: Enrollment and Completion Data
2. Tables 2A and 2B: Cost and Revenue Data
3. Table 3 New Program Proposal Summary
TABLE 3:
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
9 March 2012

I. Prepared by Institution

| Institution/Location: Indiana University-Purdue University Columbus |
|------------------------|---------------------------------------------------------|
| Program: Bachelor of Arts in English | Proposed CIP Code: 230101 |
| Base Budget Year: 2011-12 | |

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 8</th>
</tr>
</thead>
</table>

| Enrollment Projections (Headcount) | 17 | 21 | 25 | 29 | 33 |
| Enrollment Projections (FTE) | 15 | 18 | 22 | 25 | 27 |
| Degree Completion Projection | 2 | 3 | 3 | 6 | 7 |
| New State Funds Requested (Actual) | $0 | $0 | $0 | $0 | $0 |
| New State Funds Requested (Increases) | $0 | $0 | $0 | $0 | $0 |

II. Prepared by Commission for Higher Education

| New State Funds to be Considered for Recommendation (Actual) | $__________ | $__________ | $__________ | $__________ | $__________ |
| New State Funds to be Considered for Recommendation (Increases) | $__________ | $__________ | $__________ | $__________ | $__________ |

CHE Code: C1748C_BAEnglish_2.xlsx
Campus Code: Comment:
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<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Program Credit Hours Generated</td>
<td></td>
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<tr>
<td>1. Existing Courses</td>
<td>414</td>
<td>513</td>
<td>612</td>
<td>685</td>
<td>735</td>
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<tr>
<td>2. New Courses</td>
<td>30</td>
<td>39</td>
<td>48</td>
<td>66</td>
<td>78</td>
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<tr>
<td>Total</td>
<td>444</td>
<td>552</td>
<td>660</td>
<td>751</td>
<td>813</td>
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<td>B. Full-time Equivalents (FTEs)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Generated by Full-time Students</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
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<td>2. Generated by Part-time Students</td>
<td>3</td>
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<td>4</td>
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</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>18</td>
<td>22</td>
<td>25</td>
<td>27</td>
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<tr>
<td>3. On-Campus Transfers</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>4. New-to-Campus</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>C. Program Majors (Headcounts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Full-time Students</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2. Part-time Students</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>3. On-Campus Transfers</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
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<tr>
<td>4. New-to-Campus</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
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<tr>
<td>5. In-State</td>
<td>17</td>
<td>21</td>
<td>25</td>
<td>29</td>
<td>33</td>
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<td>6. Out-of-State</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>D. Program Completions</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
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</table>
TABLE 2A: TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>Year 2012-13</td>
<td>FTE</td>
<td>Year 2013-14</td>
<td>FTE</td>
</tr>
<tr>
<td>A. Total Direct Program Costs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Existing Departmental Faculty Resources</td>
<td>1.1</td>
<td>$99,000</td>
<td>1.1</td>
<td>$99,000</td>
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<tr>
<td>2. Other Existing Resources</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
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<tr>
<td>3. Incremental Resources (Table 2B)</td>
<td>41,200</td>
<td>82,000</td>
<td>121,300</td>
<td>155,700</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$160,200</td>
<td>$201,000</td>
<td>$240,300</td>
<td>$274,700</td>
</tr>
</tbody>
</table>

B. Sources of Program Revenue

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>Year 2012-13</td>
<td>FTE</td>
<td>Year 2013-14</td>
<td>FTE</td>
</tr>
<tr>
<td>1. Reallocation</td>
<td>$119,000</td>
<td>$119,000</td>
<td>$119,000</td>
<td>$119,000</td>
</tr>
<tr>
<td>2. New-to-Campus Student Fees</td>
<td>28,200</td>
<td>56,200</td>
<td>83,100</td>
<td>106,700</td>
</tr>
<tr>
<td>3. Other (Non-State)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. New State Appropriations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. Enrollment Change Funding</td>
<td>13,000</td>
<td>25,800</td>
<td>38,200</td>
<td>49,000</td>
</tr>
<tr>
<td>b. Other State Funds</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$160,200</td>
<td>$201,000</td>
<td>$240,300</td>
<td>$274,700</td>
</tr>
</tbody>
</table>
### TABLE 2B:
DETAIL ON INCREMENTAL OR
OUT-OF-POCKET DIRECT PROGRAM COSTS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Faculty</td>
<td>0.4</td>
<td>37,200</td>
<td>0.8</td>
<td>76,000</td>
<td>0.9</td>
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<tr>
<td>b. Support Staff</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.5</td>
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<tr>
<td>c. Graduate Teaching Assistants</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total Personnel Services</td>
<td>37,200</td>
<td>76,000</td>
<td>113,300</td>
<td>147,700</td>
<td>170,000</td>
</tr>
<tr>
<td>2. Supplies and Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. General Supplies and Expense</td>
<td>4,000</td>
<td>6,000</td>
<td>8,000</td>
<td>8,000</td>
<td>8,000</td>
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<tr>
<td>b. Recruiting</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Travel</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>d. Library Acquisitions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total Supplies and Expense</td>
<td>4,000</td>
<td>6,000</td>
<td>8,000</td>
<td>8,000</td>
<td>8,000</td>
</tr>
<tr>
<td>3. Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. New Equipment Necessary for Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Routine Replacement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Equipment</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>4. Facilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5. Student Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graduate Fee Scholarships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Fellowships</td>
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<tr>
<td>Total Student Assistance</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total Incremental Direct Costs</td>
<td>$41,200</td>
<td>$82,000</td>
<td>$121,300</td>
<td>$155,700</td>
<td>$178,000</td>
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