I. School: Indiana University-Purdue University Columbus  
Department: Liberal Arts, English

II. Proposed Minor: English Creative Writing

III. Related Major: Currently, IUPUC offers all courses for the B.A. in English and in a separate proposal is seeking approval to award the degree locally. IUPUC students from across disciplines have requested the minor for added value to their degrees and for lifelong learning.

IV. Projected Date of Implementation: Spring 2013

V. List the major objectives of the proposed minor and describe its chief features briefly:

The English Creative Writing Minor at IUPUC aims to provide concentrated experience in creative writing and writing workshop classes. The IUPUC English Literature Minor requirements are based on the IU-B English minor and the IUPUI-Indianapolis English literature minor requirements and consistent with other IUPUI programs.

The minor consists of five creative writing courses (15 credits) that provide IUPUC students with exposure to current theory and practice of creative writing. The minor is designed to prepare students for writing, reading, editing, revising, discussing, and publishing original creative texts. A minor can prepare students for the teaching of writing, gaining a better understanding of literature, and progressing towards advanced degrees, such as Master of Fine Arts or doctorates. Creative Writing Minor candidates select from these courses:

- ENG W206 Introduction to Creative Writing
- ENG W207 Introduction to Fiction Writing
- ENG W208 Introduction to Poetry Writing
- ENG W301 Writing Fiction
- ENG W302 Screenwriting
- ENG W303 Writing Poetry
- ENG W305 Writing Creative Nonfiction
- ENG W401 Advanced Fiction Writing
- ENG W403 Advanced Poetry Writing
- ENG W407 Advanced Creative Nonfiction Writing
- ENG W411 Directed Writing (only with permission).
VI. Why is the minor needed? (Rationale)

There are several reasons why an English Creative Writing Minor is needed at IUPUC. Above all, students have requested the Creative Writing Minor to complement degree programs. These students come from the Division of Business, Division of Education, Division of Science, and the Division of Liberal Arts. Students from these diverse disciplines seek a community of critique for their original writing and texts. At this time, many IUPUC creative writers self-publish their original work. Earning a minor in creative writing will provide additional opportunities for creative writers to prepare manuscripts for academic and commercial publishing venues. Here are some of the achievements of IUPUC creative writers.

1. **J.D. Phillips.** “Her first novel published was *Dreaming While You Sleep*, Book One of *Footprints on the Other Side*. The sequel, *A Beautiful Rain*, was published shortly after. In September of 2006 her third novel, *Tainted*, saw its debut and became the first to sell internationally. It was named 1st Runner Up in the 2007 Best Books of Indiana awards. Her fourth novel, *The Dead Pool*, was released in 2007 and received an honorable mention at the 2008 New York Book Festival. In 2009, we saw the release of her fifth novel *Mad Angel. Chasing the Ghost* and *Eyes of Bersai: The Relic or The Reckoning* are also available for Kindle/Nook.
   

2. **Lloyd Dobbins.** Creator and editor of *Twisted Tungz* literary magazine.
   

3. **Sherry Traylor.** Opened a book store, editing business, and reading gallery in Columbus, IN. She is also sponsoring a $1000 Scholarship and Creative Writing Contest for IUPUC students in 2013.

4. Many students have published in *Talking Leaves* the IUPUC student Literary Magazine.
   

5. IUPUC students have self-published and sold their creative work.

6. IUPUC students present their original creative work at public readings.
IUPUI APPLICATION FORM FOR MINORS

IUPUC has proposed the B.A. in English as its first campus-awarded degree in a Liberal Arts discipline. The campus already awards baccalaureate degrees in Business, Education, Nursing, General Studies, and Psychology.

Students have been able to have the completed minor added to their degrees in the past as both were awarded from Indianapolis. With the growth in IUPUC-awarded degrees, the campus needs the ability to also award the minor locally.

VII. Describe the student population to be served and market to be targeted:

The Creative Writing Minor has and will continue to draw students from the south central Indiana target market. The minor has attracted many non-traditional women, one of IUPUC’s largest student demographic (68%). Students like the local access and affordability of this desirable minor. Due to the relevance of writing experience and critical thinking to numerous degree programs, the Creative Writing Minor continues to appeal across divisions as listed above.

VIII. How does this minor complement the departmental and campus missions? Address how it conforms to IUPUI’s Principles of Undergraduate Learning.

*IUPUC’s Mission is to be the first choice for those who seek a small university experience in south central Indiana emphasizing intellectual and personal development, community engagement, and preparation to enter the global workforce.* The Creative Writing Minor will contribute directly to this mission by providing students with enhanced opportunities for intellectual and personal growth and better preparation for workplace positions. As important, many students who seek Creative Writing minors seek to fulfill a lifelong goal of personal creative writing expression and community engagement with campus and regional writers’ communities.

The following chart shows how the Minor in Creative Writing aligns with IUPUI’s Principles of Undergraduate Learning (PULs).

<table>
<thead>
<tr>
<th>PUL</th>
<th>Specific Learning Objective from English Literature Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively</td>
<td>Students will read a variety of literature and write original texts. Students will discuss topics.</td>
</tr>
<tr>
<td>2. Critical thinking</td>
<td>Students will critically evaluate and critique literature and original student texts and apply critical theories.</td>
</tr>
</tbody>
</table>
IUPUI APPLICATION FORM FOR MINORS

<table>
<thead>
<tr>
<th>3. Application and Integration of Knowledge</th>
<th>Students will read literature, write original texts, and incorporate sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Intellectual Depth and Adaptiveness</td>
<td>Students will demonstrate an ability to compare and contrast approaches to knowledge of creative writing.</td>
</tr>
<tr>
<td>5. Understanding Society and Culture</td>
<td>Students will explore different cultures through the reading of literature, class discussion</td>
</tr>
<tr>
<td>6. Values and Ethics</td>
<td>Students will demonstrate an understanding of a variety of values and ethics as presented in class and in workshops.</td>
</tr>
</tbody>
</table>

IX. List and indicate the sources (including reallocation) of any resources (personnel, financial, learning, library holdings, equipment, etc.) required to implement the proposed program.

No additional funds, resources, or library materials are needed to implement the Creative Writing Minor, which will be directed by the minor advisor, currently Interim Division Head and Associate Professor of English Dr. Katherine V. Wills. All the pertinent coursework is already offered by the existing English program at IUPUC.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.)

IUPUC has supported an active community of creative writers who have played an active role in the campus and the community. The students disseminate their scholarship and creative activity by publication and public readings, and have won state and national awards. For example, students have:

- Submitted original poetry and won Indiana Historical Society poetry award
- Created a creative writing contest with a $1000 scholarship for IUPUC students awarded by a local business owner
- Participated in invited and open readings at Arthouse, Zwanzig’s, Powerhouse, Brown County readings
- Participated in readings at Bartholomew Public Library
- Started businesses that support creative writing
- Published in creative writing small press magazine
- Published in IUPUC’s Talking Leaves student literary magazine
- Won IUPUC Creative Writing contest
- Participated in Reading Under the Dogwoods reading and student magazine debut
Students have and will continue to transfer credits from other programs into the IUPUC program and minors. Students can transfer credits to other campuses according to Indiana University policy, state articulation and other state agreements. Students may take classes for the English Creative Writing Minor at IUPUC because there is no other campus offering the degree within convenient driving distance for our student demographics. Students across all disciplines with strong writing and communication skills have career advantages over lesser skilled students.

XI. List the major student outcomes (or set of performance-based standards) for the proposed minor. That is, what learning will the program produce in a comprehensive sense? (See Attachment following XII for a model that incorporates illustrations of the outcomes and assessment mechanisms specified in Items XI and XII).

- Convincingly translate the concepts of creative writing theory and practice into text
- Produce original creative texts with a heightened awareness of language for effect
- Re-conceptualize and revise any given materials
- Engage critically with texts in public discussion
- Respond constructively and productively to judgment of original texts

XII. Explain how each of the student learning outcomes identified in XI above will be assessed using, for example, course-embedded assessments, graduate follow-up, employer surveys, standardized tests, etc? Will assessment take place in courses? in practice settings? in a culminating project or seminar? (Please use the matrix in the Attachment to indicate how the outcomes will be assessed and in what setting(s). On what basis will you demonstrate that this program has been successful? What performance indicators will you use?

Evaluation of the Creative Writing Minor and the student learning outcomes (see Appendix A) coordination with PULs will be assessed by the English program coordinator and the minor advisor. They will review assessment data for the individual courses and for the minor as a whole on an annual basis to ensure continuous improvement of the minor.

Student success and satisfaction will be monitored by the minor advisor and the program coordinator. The minor advisor will keep records of student application, performance, and completion (see Appendix B). The program coordinator and the minor advisor will review assessment data for the individual courses and for the minor as a whole on an annual basis to ensure continuous improvement of the minor.
IUPUI APPLICATION FORM FOR MINORS

The curriculum will be compared annually to the standards for best practice in this long-established field, which will provide a foundation for curriculum modification, applications of PULs (see Appendix C) course development, and course replacement. Having faculty who produce and publish creative writing activity ensures that the minor promotes successful writing strategies. As the IUPUC English B.A. program grows student numbers, plans are in place for adding another FTE with creative writing credentials (MFA, PhD).

Ensuring that Creative Writing Minor courses and writing faculty are easily accessible at IUPUC and south central Indiana will encourage interested students to seek professionalization of their writing skills. Writing, critical thinking, reading, and communication skills are in demand in south central Indiana workplaces, and by individual students interested in lifelong learning.
### Appendix A

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Where will students learn this knowledge or skill?</th>
<th>How will student achievement of the outcome be assessed?</th>
<th>Relationship to Mission, PULs</th>
<th>In what setting will the assessment take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convincingly translate the concepts of creative writing theory and practice into text</td>
<td>ENG W206 Introduction to Creative Writing&lt;br&gt;ENG W207 Introduction to Fiction Writing&lt;br&gt;ENG W208 Introduction to Poetry Writing&lt;br&gt;ENG W301 Writing Fiction&lt;br&gt;ENG W302 Screenwriting&lt;br&gt;ENG W303 Writing Poetry&lt;br&gt;ENG W305 Writing Creative Nonfiction&lt;br&gt;ENG W401 Advanced Fiction Writing&lt;br&gt;ENG W403 Advanced Fiction Writing&lt;br&gt;ENG W407 Advanced Creative Nonfiction Writing&lt;br&gt;ENG W411 Directed Writing (only with permission)</td>
<td>Written assignments&lt;br&gt;Tests and quizzes&lt;br&gt;Activities&lt;br&gt;Class discussion</td>
<td>Assignments and evaluation primarily address PULs 1, 2</td>
<td>ENG W206 Introduction to Creative Writing&lt;br&gt;ENG W207 Introduction to Fiction Writing&lt;br&gt;ENG W208 Introduction to Poetry Writing&lt;br&gt;ENG W301 Writing Fiction&lt;br&gt;ENG W302 Screenwriting&lt;br&gt;ENG W303 Writing Poetry&lt;br&gt;ENG W305 Writing Creative Nonfiction&lt;br&gt;ENG W401 Advanced Fiction Writing&lt;br&gt;ENG W403 Advanced Fiction Writing&lt;br&gt;ENG W407 Advanced Creative Nonfiction Writing&lt;br&gt;ENG W411 Directed Writing (only with permission).</td>
</tr>
<tr>
<td>Produce original creative texts with a heightened awareness of language for effect</td>
<td>See courses above</td>
<td>Written assignments</td>
<td>Assignments and evaluation primarily address PUL 1, 2, 3, 4</td>
<td>See courses above</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Re-conceptualize and revise any given materials</td>
<td>See courses above</td>
<td>Written assignments</td>
<td>Assignments and evaluation primarily address PUL 1, 2, 3, 4</td>
<td>See courses above</td>
</tr>
<tr>
<td>Engage critically with texts in public discussion</td>
<td>See courses above</td>
<td>Written assignments</td>
<td>Assignments and evaluation primarily address PUL 4, 5, 6</td>
<td>See courses above</td>
</tr>
<tr>
<td>Respond constructively and productively to judgment of original texts</td>
<td>See courses above</td>
<td>Written assignments</td>
<td>Assignments and evaluation primarily address PUL 4, 5, 6</td>
<td>See courses above</td>
</tr>
<tr>
<td>Summative Outcome</td>
<td>Completed Minor</td>
<td></td>
<td>Students will have a minor with emphasis on PULS 1, 2, and secondary emphasis on 3, 4, 5 and 6</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

IUPUC ENGLISH MINOR IN CREATIVE WRITING

Student Record

Date: _________________________
Name: ________________________________ Student ID#: __________________
(Please print or type)
Address: _____________________________ Phone: (______) ____________

Declared Major: ______________________

PROPOSED MINOR IN CREATIVE WRITING

A minor in creative writing will interest students who are contemplating careers in writing or the teaching of writing and personal development. The creative writing minor also serves those who believe that one good way to study literature is to learn to produce it. Students must take 15 credit hours from the following courses. All work must be at least a 2.0 on a 5 point scale:

ENG W206 Introduction to Creative Writing
ENG W207 Introduction to Fiction Writing
ENG W208 Introduction to Poetry Writing
ENG W301 Writing Fiction
ENG W302 Screenwriting
ENG W303 Writing Poetry
ENG W305 Writing Creative Nonfiction
ENG W401 Advanced Fiction Writing
ENG W403 Advanced Fiction Writing
ENG W407 Advanced Creative Nonfiction
ENG W411 Directed Writing (only with permission)

Credit Semester/Year

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hours</th>
<th>Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Upon completion of all requirements return completed form to
Katherine Wills, Interim Division Head of Liberal Arts and Associate Professor of English
CC Room 162A     812-348-7215     kwills@iupuc.edu

Date of Graduation: __________________ Student Signature: _________________________

FOR DEPARTMENT ACTION

_________________________ APPROVED DATE: __________________

_________________________ DISAPPROVED

Reason for Disapproval:
cc: Student
Principles of Undergraduate Learning (PULs)

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students’ general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI’s graduates are determined by the faculty in a student’s major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

I. Core Communication and Quantitative Skills

[Definition:] The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundational skills necessary for all IUPUI students to succeed.

[Outcomes:] Core communication and quantitative skills are demonstrated by the student’s ability to

a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;
b. comprehend, interpret, and analyze ideas and facts;
c. communicate effectively in a range of settings;
d. identify and propose solutions for problems using quantitative tools and reasoning;
e. make effective use of information resources and technology.

II. Critical Thinking

[Definition:] The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

[Outcomes:] The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to

a. apply,
b. analyze,
c. evaluate, and
d. create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

III. Integration and Application of Knowledge

[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

[Outcomes:] Integration and application of knowledge are demonstrated by the student’s ability to

a. enhance their personal lives;
b. meet professional standards and competencies;
c. further the goals of society; and
d. work across traditional course and disciplinary boundaries.

IV. Intellectual Depth, Breadth, and Adaptiveness

[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

[Outcomes:] Intellectual depth, breadth, and adaptiveness are demonstrated by the student’s ability to

a. show substantial knowledge and understanding of at least one field of study;
b. compare and contrast approaches to knowledge in different disciplines;
c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

V. Understanding Society and Culture

[Definition:] The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

[Outcomes:] Understanding society and culture is demonstrated by the student’s ability to

a. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
b. analyze and understand the interconnectedness of global and local communities; and
c. operate with civility in a complex world.

VI. Values and Ethics

[Definition:] The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

[Outcomes:] A sense of values and ethics is demonstrated by the student’s ability to

a. make informed and principled choices and to foresee consequences of these choices;
b. explore, understand, and cultivate an appreciation for beauty and art;
c. understand ethical principles within diverse cultural, social, environmental and personal settings.