

**New Program Proposal
 Master of Fine Arts in Creative Writing
 College of Charleston**

Summary

The College of Charleston requests approval to offer a program leading to the Master of Fine Arts in Creative Writing, to be implemented in August 2016 through traditional instruction. The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	10/15/13	Not Applicable
Program Planning Summary considered by ACAP through electronic review	12/02/13	<p><u>Comments from Coastal Carolina University</u></p> <ul style="list-style-type: none"> • Because of the size of the proposed program, it should not restrict similar development at comprehensive programs in the state. <p><u>Comments from USC Columbia</u></p> <ul style="list-style-type: none"> • Strengths <ol style="list-style-type: none"> 1. The USC English Dept. expresses admiration for the quality of the proposal. 2. The proposed curriculum is clear, logical and solid. 3. The interdisciplinary approach and the Charleston setting are strengths. • Concerns <ol style="list-style-type: none"> 1. The number of MFA writing programs already in existence, especially in the Southeast. 2. Current tenure track position opportunities remain flat 3. The number of graduates on the market each year exceeds total academic and nonacademic positions available. • Conclusions <ol style="list-style-type: none"> 1. A second Creative Writing MFA program uplifts the entire state. 2. USC cannot accommodate all of its own applicants and does not oppose the College's proposal.
Program Proposal Received	5/1/15	Not Applicable

Stages of Consideration	Date	Comments
ACAP Consideration	6/11/15	ACAP members discussed the need for the proposed program. The representative from Northeastern Technical College requested a clarification of career options available with earning the degree. The representative from Orangeburg-Calhoun Technical College expressed support for the program
Comments and suggestions from CHE staff sent to the institution	6/17/15	Staff requested the following revisions or explanations: <ul style="list-style-type: none"> • Clarification of categorization of program emphases. • State-level employment data, if available • The function of the MFA, which is widely recognized as a terminal degree. • An explanation of student demand as an enrollment driver of sufficient tuition to fund the program.
Revised Program Proposal Received	6/26/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	7/15/2015	<p>CAAL comments and requests for clarification:</p> <ul style="list-style-type: none"> • Employment need for this liberal arts • Identifying programmatic competitors • Program redundancy in-state with USC, or support from and collaborative opportunities with USC since 2013 CofC proposal summary • Impact of new faculty hire and new course creation • Defining and tracking employment in a program-related field • Programmatic assessments beyond student feedback • Program marketing for economic growth <p>Responses from College of Charleston:</p> <ul style="list-style-type: none"> • Lowcountry-area arts and creative industry growth is as robust and necessary as growth in area manufacturing and financial sectors. • The program would prepare students for local and national placement with skills that cross all job sectors. • The program's emphasis on arts management helps graduate employability in business sectors, and other graduates are thoroughly prepared to pursue teaching careers among others. • Program-length, 2 yrs. instead of 3 yrs. helps with student debt management and earlier career placement • Creative writing programs exist at USC, and three programs each in NC, GA & FL.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none">• USC reiterated support at the June 2015 ACAP meeting (staff response) and collaborations with other programs at numerous institutions statewide are welcome (CofC response).• Careful planning for required new course creation justifies costs for the single new faculty hire.• Tracking is monitored through one-on-one director to student relationships and alumni contact• More indirect measures will be added to assessments• To market programs across the campus, CofC is helping to develop internships, and its Career Center is adopting more proactive postures for students, initiating relationships with employers, and gathering feedback for job skills sought among desirable candidates.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Fine Arts in Creative Writing, to be implemented in August 2016.

Name of Institution: College of Charleston (University of Charleston, South Carolina)

Name of Program (include concentrations, options, and tracks):

Master of Fine Arts in Creative Writing (MFA)
Specialization in Poetry or Fiction
Emphasis: Studio or Arts Management

The curriculum emphases, Studio and Arts Management, will not to be listed in the CHE Inventory. The degree awarded is "Master of Fine Arts in Creative Writing."

Program Designation:

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: August 2016

CIP Code: 231302

Delivery Site(s): College of Charleston Main campus

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address):

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Chair of the MFA Program in Creative
Writing Proposal Committee
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Institutional Approvals and Dates of Approval:

Approval by Program Faculty: October 8, 2013

Approval by Dean: July 14, 2014

Approval by Provost: September 16, 2014

Approval by Academic Planning: October 27, 2014

Approval by Committee on Graduate Education, Continuing Education, and Special Programs:
September 30, 2014

Approval by Budget Committee: October 7, 2014

Approval by Graduate Council: October 17, 2014
Approval by Faculty Senate: November 11, 2014
Approval by Board of Trustees: January 30, 2015
Approval by President:

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters):

The College of Charleston's proposed terminal degree of the Master of Fine Arts (MFA) in Creative Writing features a specialization in either fiction or poetry and two curriculum emphases: studio or arts management. The College of Charleston's MFA Program will offer advanced degree training to students who wish to gain expertise in the writing of poetry and fiction. The program assumes that, as in music or the visual arts, the best education for the artist includes: training in the history and traditions associated with the student's discipline, training in theoretical and formal approaches to the craft, and intensive peer and faculty feedback. The program is a traditional MFA curriculum, with rigorous academic preparation, with an option for practical training in arts management. The proposed Master of Fine Arts Program in Creative Writing aligns with the goals set forth in the College's Strategic Plan by creating a rigorous, interdisciplinary graduate program led by an award-winning and diverse faculty of national reputation and grounded in experiential learning with internships, literary journal editing, and a reading series. The MFA Program demonstrates a continued commitment to the College's three Core Values in: i) Education Excellence; ii) Student-Focused Community; and iii) The History, Tradition and Environment of Charleston and the Lowcountry. In addition to raising the profile of the College regionally and nationally, this program will attract students from the College of Charleston and from across South Carolina and the nation.

List the program objectives. (2000 characters):

MFA in Creative Writing Program Goals:

- Students graduating with an MFA in Creative Writing with either the Studio or Arts Management Emphasis will have a publishable body of work ready for submission to literary agents and publishers.
- Students, both in the Studio and Arts Management Emphasis will have reading, writing, and critical thinking skills valuable to multiple professional industries based in the humanities, i.e. editing, publicity, marketing, and/or promotion in publishing and the arts.
- Students in the Arts Management emphasis will have the management, organization, decision-making, and problem-solving skills in the areas of fundraising, financial management, marketing/audience development, artistic and educational programming, policy, governance, and volunteer management.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The proposed Master of Fine Arts Program in Creative Writing aligns with the goals set forth in the College's Strategic Plan by creating a rigorous, interdisciplinary graduate program led by an award-winning, diverse faculty of national reputation and grounded in experiential learning with internships, literary journal editing, and a reading series. In addition to raising the profile of the College regionally and nationally, this program will retain our state's most promising students while drawing diverse students from across the country to live, work, and study in a spectacular Lowcountry setting.

While students will benefit from what makes the College and our broader community so unique—from our deep archival collections and complex history, to our distinct cultural and geographical landscape—they will more practically impact our community by contributing to the creative economy of the Lowcountry. The National Center on Education and the Economy reports that in order to maintain economic “leadership” in a region, technological advances are not enough; more importantly, success, the report says, “depends on a deep vein of creativity that is constantly renewing itself.”¹ Currently, creativity and graduate arts degrees have rising market value in all industries. “The MFA is the new MBA,” argues business thinker Daniel H. Pink, citing evidence that “more Americans today work in arts, entertainment, and design than work as lawyers, accountants, and auditors.”² Others who study an economy's viability concur. Richard Florida, whose much-referenced book *The Rise of the Creative Class*, studies the value of creativity, calls it “the most highly prized commodity in our economy.”³ Recent analysis conducted by researchers at the Darla Moore School of Business at University of South Carolina found that “creative enterprise in the state engenders a core impact of \$9.2 billion and 78,682 jobs and a full impact of \$13.3 billion and 107,614 jobs.”⁴

National, regional, state, and local demand indicates that an MFA Program with an innovative curriculum—situated in a culturally rich, international destination city experiencing significant population and economic growth—is well positioned not only to succeed but to thrive. Of the 148 full-residency Creative Writing MFA programs in the country, 25 are in what the U.S. Census Bureau identifies as South Atlantic states (Delaware, Maryland, D.C., West Virginia, Virginia, North Carolina, South Carolina, Georgia, and Florida)⁵ just one of those programs is in South Carolina—at the University of South Carolina. National data suggests that there remains strong demand for the MFA degree. The estimate number of total seats available for full-residency MFA programs (multiplying most recent numbers for average cohort size by number of programs) is approximately 2,800. The 2014 MFA index from *Poets & Writers Magazine's*

¹ “Tough Choices or Tough Times: The Report of the New Commission on Skills of the American Workforce,” National Center on Education and the Economy (Washington DC, 2007), 6, <http://www.ncee.org/>.

² Daniel H. Pink. *A Whole New Mind: Why Right-Brainers Will Rule the Future*. (Riverhead Trade, 2006) 54.

³ Richard Florida, *The Rise of the Creative Class, and How It's Transforming Work, Leisure, Community, & Everyday Life* (New York: Basic, 2004) 5.

⁴ Source: <http://www.southcarolinaarts.com/economic/creativeclusterreport.shtml>

⁵ Seth Abramson, *2011 Poets & Writers Magazine Ranking of MFA Programs: A Guide to the Methodology*, http://www.pw.org/content/2011_poets_amp_writers_magazine_ranking_of_mfa_programs

estimates that there are between 3,000 and 4,000 individual applicants per year.⁶ More specific regional data regarding the number of applicants to USC's program suggests strong state demand as well. USC's MFA Program received 170 applications in 2013, resulting in an overall acceptance rate of approximately 18%.⁷ Demand at the College of Charleston is evidenced by robust undergraduate student interest in Creative Writing, with a curriculum that has grown to include about 50% of our English majors declaring the concentration in Creative Writing. The English Department's undergraduate program in creative writing has developed to the point of producing serious writers who want to pursue advanced degrees in creative writing. In the past five years, students who have attended College of Charleston have gone on to pursue MFA degrees at Emerson University, North Carolina State, The Ohio State University, Queens College (Charlotte), Portland State University, Purdue University, University of Missouri, University of North Carolina-Wilmington, University of New Orleans, West Virginia University, and Western Michigan University. Currently, there are students who have recently graduated or will be graduating in the next year who are applying to MFA programs in the area and nationally.

Article I. ⁶ Seth Abramson, "2014 MFA Index: Further Reading: National Full-Residency Applicant Pool Size." *Poets & Writers Magazine*. 31 Aug. 2013. Web: http://www.pw.org/content/2014_mfa_index_further_reading?article_page=2
⁷ Source: <http://artsandsciences.sc.edu/engl/grad/mfa/admission-funding.html>

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Media & Communication: - Writers & Authors	132,900	3%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Media & Communication: - Editors	112,500	-2.4%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Media & Communication: - Technical Writers	56,900	14.8%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Media & Communication: - Public Relations Specialist	256,500	12%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Business & Management: - Advertising	38,000	6.9%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Business & Management: - Public Relations and Fundraising Managers	70,100	12.9%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Business & Management: - Human Resources Specialist	451,100	7.9%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Business & Management: - Human Resource Managers	116,300	13.2%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Business & Management: - Marketing Managers	203,400	12.7%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Business & Management: - Social & Community Service Managers	160,600	20.8%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj
Education: - Postsecondary Teachers (English Language and Literature)	97,400	12.2%	Bureau of Labor Statistics (May 2014) http://data.bls.gov/projections/occupationProj

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters):

The MFA degree, as an advanced humanities degree, refines the skills and career characteristics, such as creative and critical thinking, self-direction, perseverance, work ethic, and interpersonal skills, that today's employers seek. The SC Works Organization, for example, lists the top detailed job skills found in job openings advertised online in South Carolina (on June 21, 2015) as: problem solving, interpersonal skills, flexibility, time management, and being a team player. With an emphasis on self-directed work (i.e., writing a master's thesis) and on collaboration and constructive critique (i.e., the workshop courses), the MFA degree prepares students for a wide variety of career paths. Overall, the MFA degree is flexible, with graduates alternately moving on to earn advanced degrees (e.g., the Ph.D. in English); pursuing teaching positions at the college or secondary level (at independent schools); working in the fields of professional writing, editing, publishing; and increasingly working in a much broader range of post-industrial vocations, such as advertising, marketing, public relations, new media, information technology, product development and design, as well as management, human resources, business consulting. Some graduates will return to careers they had put on hold to earn a degree that offers the time and support to write. The proposed program's focus on individual mentorship, professionalization, editing/publishing internships with *Crazyhorse* literary journal, internships with local businesses and non-profit arts organizations, and the two post-MFA teaching fellowships will supply students a set of unique and practical, experiential learning opportunities. With this pre-professionalization, students who graduate from the program will be well equipped to contribute to South Carolina and Charleston's creative economy and to advance the College's public mission by joining, growing, and sustaining business, arts, and literary initiatives in the area.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The proposed program expands coursework opportunities for students in the College of Charleston Master of Arts (MA) in English Program. The proposed program will bring more graduate students into the MA in English Program's literature courses and into the Arts Management certificate program.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MFA Program in Creative Writing	University of South Carolina (Columbia, SC)	USC offers a traditional MFA studio teaching method with coursework in creative writing workshops, craft seminars, and literature courses, just as the proposed MFA Program at the College of Charleston will offer.	<p>USC is 3-year program, 45 credit hours to earn degree, and they admit more than 12 students a year.</p> <p>The College of Charleston’s proposed program will offer a distinct MFA experience by providing two emphases, each of which will deliver the pre-professional training and experience that will help our graduates successfully pursue career goals. In addition to the Studio emphasis, the Arts Management emphasis option partners with the Master of Public Administration certificate program in Arts Management, and will accommodate students interested in the arts and community development and in careers in nonprofit arts organizations at the local or national level. Students can pursue opportunities in arts education and outreach, cultural diversity programs, public arts, independent presses, youth writing centers, and fundraising. This emphasis will include co-curricular work in the literary arts management and editing via internships and community-based organizations. This Arts Management emphasis is wholly unique—no other MFA Program in the nation offers this certification opportunity with coursework geared toward preparing students with business and literary arts job skills.</p>
MFA Low-Residency in Creative Writing	Converse College (Spartanburg, SC)	Converse College’s Low-Residency Program offers coursework in creative writing workshops, craft seminars, and literature courses, just as the proposed MFA Program at the College of Charleston will offer.	The College of Charleston MFA Program will offer close and consistent mentorship to full-time, resident students. The MFA Low-Residency Program at Converse College offers a non-traditional means of attaining a degree: students are not residents, and not necessarily full-time. Professors and students travel to their host institution to attend classes twice a year. All other work toward the degree is completed from a distance. The applicant pool

			<p>for low-residency programs is smaller and is comprised of professionals who have employment in other fields or who have personal obligations that prevent them from relocating to a new place to complete a degree.</p>
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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016 – 17	12 ^a	108 ^b	12	108 ^c		
2017 – 18	24 ^d	252 ^e	24	216 ^f		
2018 – 19	24	252	24	216		
2019 – 20	24	252	24	216		
2020 – 21	24	252	24	216		

^aTwelve new graduate students admitted each year.

^bFirst, second, and fourth semester graduate students will take nine hours of credit.

^cThird semester students will take twelve hours of credit.

^dFull complement of students reached.

^eTwelve students @ nine hours credit each, twelve students @ twelve hours credit each.

^fTwenty four students @ nine hours credit each.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

As is the common practice, admission criteria to MFA Programs in Creative Writing may be based more on qualitative rather than quantitative factors: the creative writing sample is the single most important part of the application. Prospective students are expected to have completed significant upper-level undergraduate coursework in English or a related discipline. Students must apply for an emphasis in one genre, either Poetry or Fiction, and they should declare the Studio or Arts Management emphasis at the time of admission. Additional admissions requirements for the MFA Program will include:

- A creative writing sample in the genre of application that demonstrates skill and promise for further development in the art. Fiction samples may include one short story, several short stories, or a section of a novel, and must not exceed 30 pages in length. Poets should send no more than 10 pages of poetry.
- A statement of purpose (300-500 words) that discusses: writing style, as well as literary influences; how the College/program will support these goals; and what the applicant believes they will contribute to the program.
- Three letters of recommendation.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

The proposed program expands coursework opportunities for students enrolled in the College of Charleston and the Citadel's joint-MA in English Program. MA English students from the Citadel and College of Charleston can enroll in MFA in Creative Writing courses if granted special permission by the instructor. MFA graduate students can enroll in Citadel English graduate literature courses if granted special permission by the instructor.

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year: STUDIO EMPHASIS					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
MFA Core Workshop in primary genre, either: ENGL 564: MFA Workshop in Poetry; <i>or</i> ENGL 565: MFA Workshop in Fiction	3	MFA Core Workshop in primary genre, either: ENGL 564: MFA Workshop in Poetry; <i>or</i> ENGL 565: MFA Workshop in Fiction	3		
One craft course in primary genre, either: ENGL 566: Elements of Form and Craft in Poetry; <i>or</i> ENGL 567: Elements of Form and Craft in Fiction	3	One ENGL 500-level Creative Writing elective	3		
One ENGL 500-level Literature elective	3	One ENGL 500-level Literature elective	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
MFA Core Workshop in primary genre, either:	3	MFA Core Workshop in primary genre, either:	3		

Curriculum by Year: STUDIO EMPHASIS					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
ENGL 564: MFA Workshop in Poetry; <i>or</i> ENGL 565: MFA Workshop in Fiction	3	ENGL 564: MFA Workshop in Poetry; <i>or</i> ENGL 565: MFA Workshop in Fiction	3		
One ENGL 500-level Creative Writing elective	3	One ENGL 500-level Literature elective	3		
One ENGL 500-level Literature elective	3	ENGL 702: Thesis hours	3		
ENGL 702: Thesis hours	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required: 39

Curriculum by Year: ARTS MANAGEMENT EMPHASIS					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
MFA Core Workshop in primary genre, either: ENGL 564: MFA Workshop in Poetry; <i>or</i>	3	MFA Core Workshop in primary genre, either: ENGL 564: MFA Workshop in Poetry; <i>or</i>	3		

Curriculum by Year: ARTS MANAGEMENT EMPHASIS					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
ENGL 565: MFA Workshop in Fiction		ENGL 565: MFA Workshop in Fiction			
PUBA 660: Contemporary Perspectives on Arts Management	3	PUBA 661: Advanced Arts Management	3		
One ENGL 500-level Literature elective	3	One ENGL 500-level Creative Writing elective	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
MFA Core Workshop in primary genre, either: ENGL 564: MFA Workshop in Poetry; <i>or</i> ENGL 565: MFA Workshop in Fiction	3	MFA Core Workshop in primary genre, either: ENGL 564: MFA Workshop in Poetry; <i>or</i> ENGL 565: MFA Workshop in Fiction	3		
One PUBA 600-level Arts Management electives	3	One PUBA 600-level Arts Management electives	3		
One ENGL 500-level Literature elective	3	ENGL 702: Thesis hours	3		
ENGL 702: Thesis hours	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required: 39

Course Descriptions for New Courses

Course Name	Description
ENGL 564: MFA Workshop in Poetry (3 credits)	The core writing workshop for graduate students admitted to the MFA Creative Writing Program. It is devoted to the imaginative work by class members. The course will explore the craft techniques and revision strategies for writing poetry. Permission of the instructor is required for non-MFA students.
ENGL 565: MFA Workshop in Fiction (3 credits)	The core writing workshop for graduate students admitted to the MFA Creative Writing Program. It is devoted to the imaginative work by class members. The course will explore the craft techniques and revision strategies for writing the short story and novel. Permission of the instructor is required for non-MFA students.
ENGL 566: Elements of Form and Craft in Poetry (3 credits)	This MFA graduate course on the craft and form of poetry will explore the aesthetics, rhetorical tropes, theories, generic conventions of poetry by way of contemporary works, form handbooks, scholarship, and poetics essays. The subject for each course will be announced. Permission of the instructor is required for non-MFA students.
ENGL 567: Elements of Form and Craft in Fiction (3 credits)	This MFA graduate course on the craft and form of fiction will explore the aesthetics, rhetorical tropes, theories, generic conventions of fiction by way of contemporary works, form handbooks, scholarship, and essays. The subject for each course will be announced. Permission of the instructor is required for non-MFA students.
ENGL 568: Reading for Writers (3 credits)	A reading intensive course with the aim of introducing students to twentieth- and twenty-first-century texts. Students will study how the text works, why it is successful and will acquire new techniques for their writing. The subject for each course will be announced. The instructor's permission is required for non-MFA students.
ENGL 706: <i>Crazyhorse</i> Publishing Practicum (3 credits)	A practicum in literary publishing in which students participate in experiential learning with <i>Crazyhorse</i> . Students learn editing skills and generate publishing credit by writing reviews or conducting author interviews. Students learn the basics, such as manuscript acquisition, magazine distribution, and other business practices. Instructor's permission is required for non-MFA students.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Director of MFA in Creative Writing Program Bret Lott, Professor	F	Fall 2016 ENGL 565 MFA Workshop in Fiction, 3 (G) Spring 2018 ENGL 565 MFA Workshop in Fiction, 3 (G)	M.F.A., University of Massachusetts, Fiction Writing	<i>Crazyhorse</i> , Nonfiction Editor
Anthony Varallo, Associate Professor	F	Fall 2016 ENGL 567 Elements of Craft and Form in Fiction, 3 (G) Spring 2017 ENGL 565 MFA Workshop in Fiction, 3 (G)	Ph.D., University of Missouri, Fiction M.F.A., University of Iowa, Fiction Writing	<i>Crazyhorse</i> , Fiction Editor
Emily Rosko, Assistant Professor	F	Spring 2017 ENGL 564 MFA Workshop in Poetry, 3 (G) Fall 2017 ENGL 561 Elements of Craft and Form in Poetry, 3 (G) Spring 2018 ENGL 564 MFA Workshop in Poetry, 3 (G)	Ph.D., University of Missouri, Poetry; History of the Lyric M.F.A., Cornell University, Poetry Writing	<i>Crazyhorse</i> , Poetry Editor Wallace Stegner Writing Fellow (Stanford University) 2002-2005
Gary Jackson, Assistant Professor	F	Fall 2016 ENGL 564 MFA Workshop in Poetry, 3 (G) Fall 2017	M.F.A., University of New Mexico, Poetry Writing	<i>Crazyhorse</i> , Associate Poetry Editor

		ENGL 564 MFA Workshop in Poetry, 3 (G)		
*NEW HIRE, Assistant Professor	F	Spring 2017 ENGL 568 Reading for Writers, 3 (G) Fall 2017 ENGL 565 MFA Workshop in Fiction, 3 (G)	M.F.A., Fiction (required)	
Jonathan Bohr Heinen, Instructor	F	Spring 2017 ENGL 706 <i>Crazyhorse</i> Publishing Practicum	Ph.D., Texas Tech University, Fiction M.F.A., University of New Mexico, Fiction Writing	<i>Crazyhorse</i> , Managing Editor
Karen Chandler, Professor	F	Spring 2017 PUBA 656 Fundraising and Marketing for Nonprofit, 3 (G) Spring 2018 PUBA 661 Advanced Arts Management, 3 (G)	Ph.D., Arts Management	
Jeanette Guinn, Visiting Assistant Professor	F	Fall 2017 PUBA 663 Arts and Technology, 3 (G)	M.A., Arts Management	Worked as an art manager including 25 years at the South Carolina Arts Commission where she was Director of Performing and Presenting, Director of Electronic Communication and Planning, Regional Arts Coordinator, Director of Special Projects. Producer, writer and host of <u>Arts Daily</u> , which airs on public radio. She has served on panels for the National Endowment for the Arts, South Arts and many state arts agencies. She was co-curator of Making Music for the City Arts Series at Bank of America Plaza in Columbia, SC and a juror for Gallery ETV.
Charlotte Tiencken	F	Fall 2016 PUBA 660: Contemporary Perspectives on Arts Management, 3 (G)	MFA, The University of Texas at Austin	30+ years of professional work in the field. Managing Director at Book-It Repertory Theatre in Seattle for seven years. Also worked for: Tacoma Actors Guild in Washington, Jacob's

				Pillow Dance Festival in Massachusetts, where she was General Manager for four seasons, Alabama Shakespeare Festival, Spirit Square Center for the Arts in Charlotte, NC, and Tacoma Little Theatre.
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Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
1.0	.10	.25

The institution defines a full-time equivalent faculty member as teaching 12 credit hours per semester, with each 3 credit hour course representing .125 of an annual FTE. Most tenure-track faculty are provided a course release each semester for research (or .25 FTE annually), and a course release each semester for administrative work is calculated at .125 per semester, or .25 FTE for the year.

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

We will conduct a search in Fall 2015 for one tenure-track faculty position in Creative Writing (Fiction). This tenure-track line is the top hiring priority for the School of Humanities and Social Sciences.

Administrative support is housed in the English Department, though given the increased high-level administrative workload associated with running a graduate program, and taking into account plans for more robust fundraising efforts, it will be necessary to add an administrative assignment—Director of Creative Writing—with a course release each semester, to one faculty member.

The proposed program will add two post-MFA fellow positions to the teaching roster. This will be a merit-based, competitive teaching assignment given to supply two students with additional professionalization after they have earned the MFA terminal degree.* The post-MFA Fellows will teach two courses a semester: three sections of composition (ENGL 110: Composition) and one introduction to creative writing course (either ENGL 220: Poetry I or ENGL 223: Fiction I). The post-MFA fellowships are factored into the budget.

*Following the College's Faculty Credentials policy (<http://academicaffairs.cofc.edu/procedures-and-practices/facultycredentials/index.php>), faculty and non-tenure track instructors are expected to have a master's degree in the field. This is why the language of "MFA terminal degree" is emphasized here—these fellows, after earning the MFA degree, will have the qualifications to teach writing at the college-level, and this is why our proposed program does not offer teaching concurrently to students as they are completing the degree.

The MFA in Creative Writing is a terminal degree and qualified (published) individuals, who seek the college professor career track, can and do earn tenure-track teaching positions. Our most recent hire in Creative Writing (Gary Jackson) evidences this. This said, our program's faculty understands the highly competitive nature of gaining tenure-track employment. In the current academic job market, candidates with a Ph.D. in English or Creative Writing, with their additional pre-professionalization grooming, with additional time to publish and gain teaching experience, and with hiring committees composed of faculty with doctorates, are tending to secure tenure-track jobs more and more. Our program, with its Arts Management emphasis and our faculty mentorship, is designed and dedicated to educate students about the job skills and career characteristics they are gaining and to emphasize the possibilities of careers, beyond academia.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters):

The Marlene and Nathan Addlestone Library at the College of Charleston supports the diverse teaching and research needs of the institution. Addlestone Library encompasses 140,000 square feet, accommodates up to one million volumes, seats 1,400 patrons, offers 20 study group rooms, and maintains over 260 computer workstations. Computers are networked to seven high capacity laser printers; one color printer is available. Wireless access is available throughout the library. The library's collection consists of over 1,085,194 cataloged monographs, serials and other hard copy items, including 12,803 audiovisual items and 3,202 print subscriptions to journals/periodicals. Print subscriptions are supplemented by 388,290 electronic books and 110,032 electronic journals. Addlestone Library has sufficient holdings for the needs of graduate students in the MFA in Creative Writing Program. Holdings consist of over 71,585 literary works and monographs covering diverse aspects of literary scholarship and criticism. In addition to material and technology resources, the library employs 25 tenure track faculty librarians.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters):

The following academic support resources are available to graduate students at the College of Charleston:

- a. Information Technology
- b. Center for Disability Services
- c. Office of Research and Grants Administration (ORGA)
- d. Center for Student Learning (CSL)
- e. Career Center

There is no additional costs associated with these services.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment is necessary to implement this program.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

No extraordinary physical facilities are necessary to implement this program. The College of Charleston main campus has adequate space to support the MFA program. Courses will be taught in existing classroom space in Maybank Hall and in two seminar rooms in English department office buildings—one in 5 College Way and one in 72 George Street. All classrooms have a computer with a projector, wireless internet access for students' laptops. Maybank Hall has moveable desks and tables for small-group work.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration (director's stipend of \$5,000 and .25 FTE based on average salary of \$68,000 + 32% benefits)*	\$27,400	\$27,400	\$27,400	\$27,400	\$27,400	\$137,000
Faculty and Staff Salaries (based on average departmental salary of \$68,000 + 32% benefits)**	\$59,900	\$112,200	\$112,200	\$112,200	\$112,200	\$508,700
Clerical/Support Personnel (.10 of FTE)	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$19,500
Graduate Assistants (4 at \$12,400)	\$24,800	\$49,600	\$49,600	\$49,600	\$49,600	\$223,200
Equipment						
Facilities						
Supplies and Materials (one time non-reoccurring allocation of \$2,500 for marketing in first year)	\$7,500	\$5,000	\$5,000	\$5,000	\$5,000	\$27,500
Library Resources						
Reading Series	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Post MFA Fellowship (2 at \$18,000 per year plus 18% benefits)	\$0	\$0	\$42,480	\$42,480	\$42,480	\$127,440
Total	\$157,700	\$261,460	\$303,940	\$303,940	\$303,940	\$1,330,980
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total

Tuition Funding***	\$123,011	\$266,524	\$266,524	\$266,524	\$266,524	\$1,189,107
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)						
Reallocation of Existing Funds (Faculty Costs)****	\$9,700	\$61,800	\$61,800	\$61,800	\$61,800	\$256,900
Reallocation of Existing Funds (Other)*****	\$13,900	\$13,900	\$31,900	\$31,900	\$31,900	\$123,500
Federal Funding						
Other Funding						
Total	\$146,611	\$342,224	\$360,224	\$360,224	\$360,224	\$1,569,507
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	-\$11,089	\$80,764	\$56,284	\$56,284	\$56,284	\$238,527

**Program administration consists of .25 FTE of a faculty member based on an average salary of \$68,000 and benefits of 32% committed to the program during the fall and summer as well as a stipend of \$5,000. The remaining .75 FTE for this faculty member is included under faculty costs.

**Faculty salaries include only the costs of four courses in year one and eight courses in years 2 and beyond. Faculty costs for courses already being taught that have the capacity to absorb these students are not included.

***Tuition funding is based on an in-state/out-of-state ratio of 90%/10%, projected from FY12 data, and a calculation of the per credit hour rate for tuition minus fees of \$343 in-state/\$1,098 out-of-state.

****Reallocated faculty costs are based on faculty costs minus one new faculty line cost of \$55,000 + 32% benefits or \$72,600

*****Other reallocated costs include clerical/support personnel, \$10,000 previously assigned to the *Crazyhorse* Writers Conference, and the \$18,000 salary portion of the two post-MFA fellowships.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

The cost for program administration is consistent with other graduate programs in terms of release time from teaching and a modest stipend for work performed outside the contract period. The director's duties include scheduling courses, promoting the program to prospective students, overseeing the application and selection process, advising students, and consulting with the department chair, the arts management program director, and the Graduate School Dean, fundraising, and overseeing the assessment plan.

The new faculty line is necessary because the program will require adding 7 additional courses to the schedule each year.

The four graduate assistantships are necessary for recruitment and retention of the most promising students.

Supplies and materials include paper/office supplies and promotional materials.

The reading series will provide students with exposure to a variety of working poets and fiction writers, giving them additional learning opportunities and contributing to a community of writers.

The two post-MFA fellowships will help support our best graduating students who hope to pursue teaching or another advanced degree. This teaching experience will enrich their resume and strengthen to their marketability and competitiveness.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The assessment of program and student learning goals in the MFA program will be integrated into and consistent with the institutional assessment processes as overseen by the Office for Institutional Effectiveness and Planning.

The following table contains Program Goals and assessment plans for each goal.

MFA CREATIVE WRITING PROGRAM GOALS	ASSESSMENT METHOD
<p>1. Students graduating with an MFA in Creative Writing with either the Studio or Arts Management Emphasis will have a publishable body of work ready for submission to literary agents and publishers.</p>	<p>Alumni will be asked to provide information on their success with publishing and creative/scholarly activity and will be asked for additional feedback through a survey to confirm: (a) the effectiveness of the degree program's academic preparation for students, (b) the effectiveness of the degree program to prepare students to write for publication, and (c) the effectiveness and relevance of degree program's professional preparation for students. All MFA alumni will be contacted for this information and feedback every three years. Performance expected: 65% of students will publish their work within six years of graduating.</p>
<p>2. a) Students, both in the Studio and Arts Management Emphasis will have reading, writing, and critical thinking skills valuable to multiple professional industries based in the humanities, i.e. editing, publicity, marketing, and/or promotion in publishing and the arts;</p> <p>b) Students in the Arts Management emphasis will emphasize the management, organization, decision-making, and problem-solving skills in the areas of fundraising, financial management, marketing/audience development, artistic and educational programming, policy, governance, and volunteer management.</p>	<p>Alumni will be asked to provide information on their current employment and will be asked for additional feedback through a survey and questionnaire to confirm: (a) the effectiveness of the degree program's academic preparation for students, (b) the effectiveness of the degree program to prepare students to write for publication, and (c) the effectiveness and relevance of degree program's professional preparation for students. All MFA alumni will be contacted for this information and feedback every three years. Performance expected: 75% of students will be employed in a literary arts related field or in a field that utilizes their writing and critical thinking skills.</p>

The assessment will be conducted and the data reviewed by the program faculty, under the direction of the MFA Director, and it will coincide with the College of Charleston's campus-wide assessment efforts. Program evaluation data will be used to improve student learning and the overall program and to adjust programmatic content and shape programmatic content delivery. The success of students in securing employment, advanced degrees, national writing awards, and literary fellowships, and the success of students publishing (books and in national literary journals) will serve as a benchmark for evaluating both course content and the program. Relevant data from the program assessment will be collected at the appropriate evaluations points (i.e., post-academic coursework, pre-internship, post-internship, post-thesis defense, post- graduation). Data will be entered into Compliance Assist, the institutional assessment system at the College of Charleston. Overall summary and analysis of data for the program cohort will allow for critical analysis of coursework and pre-professional training. If changes are warranted given the data, course changes or programmatic changes will be made.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>1. Students demonstrate understanding of the theoretical and historical contexts for the writing and reception of poetry and prose fiction, specifically in:</p> <p>a) The literary history and the canons of American, English and World literatures;</p> <p>b) The forms, genres and aesthetic principles of literatures in English.</p>	<p>a), b) Measured through two critical analysis research papers completed in a 500-level English literature course taken the student's first year and in a 500-level English literature course taken the student's second year. All graduating MFA students will be assessed, each year. Performance expected: 80% of students will earn a B or better on the papers.</p>
<p>2. Students will develop the discipline and behaviors appropriate to a professional writer, specifically how to:</p> <p>a) Read and critique creative works in-progress while providing editorial feedback, as well as copyediting, formatting, stylistic, and structural recommendations; and work within the forms, genres and aesthetic principles of literatures in English;</p> <p>b) Create a body of publishable poetry or fiction ready for submission to literary agents and publishers;</p>	<p>a), b) Measured through the MFA thesis: a collection of poetry, short stories, or a novel that the student has written and revised over the course of four semesters. Final MFA theses will be evaluated with a common rubric developed by creative writing faculty. Students will submit a first draft with the professor's comments along with the final work. Students will be assessed on their ability to edit and revise their own work into a final book form. All graduating MFA students will be assessed, each year. Performance expected: 65% of students will score at the "accomplished" level on the rubric.</p>

- 3.** Student will develop creative literacy that allows one to:
- a)** Demonstrate control and understanding of their means of communication.
 - b)** Become more conscious of the social dimension of the practice of writing.
 - c)** Hone reading, writing, and critical thinking skills valuable to multiple professional industries (i.e. editing and publishing, publicity, marketing, and arts and multimedia management, business consulting, human resources).

Students in ENGL 701: Internship and ENGL 706: *Crazyhorse* Publishing Practicum, as well as internship site coordinators, will complete a pre- and post-survey assessing goals and goals met. Students will show significant development from pre- to post-survey.

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.