

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: College of Charleston

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): adding a new concentration

Current Name of Program (include degree designation and all concentrations, options, and tracks):

ENGLISH:

English, B.A., A.B.

English, Creative Writing Concentration, B.A., A.B.

English, Writing, Rhetoric, and Publication Concentration, B.A., A.B.

Proposed Name of Program (**in bold**) (include degree designation and all concentrations, options, and tracks):

ENGLISH:

English, Literature, Film, and Cultural Studies Concentration, B.A., A.B. (formerly English, B.A., A.B.)

English, Creative Writing Concentration, B.A., A.B.

English, Writing, Rhetoric, and Publication Concentration, B.A., A.B.

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 currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

Proposed Date of Implementation: Fall 2019

CIP Code: 23.0101

Current delivery site(s) and modes: Traditional/face-to-face

Proposed delivery site(s) and modes: Traditional/face-to-face

Program Contact Information (name, title, telephone number, and email address): Myra Seaman, Chair, 843-953-1014, seamanm@cofc.edu OR William Russell, Associate Chair, 843-953-4959, russellw@cofc.edu

Institutional Approvals and Dates of Approval: approved by the College of Charleston Faculty Curriculum Committee on 3/15/19 and by the College of Charleston Faculty Senate on 4/2/2019.

Background Information

The current English major at the College of Charleston consists of a general English major and two optional concentrations: one in Writing, Rhetoric, and Publication and another in Creative Writing. As part of a larger effort to streamline and more clearly define courses of study within the English major, the English Department has decided to identify a third concentration called "Literature, Film, and Cultural Studies." This sub-field of the major already exists as the default option for all English majors who do not choose a concentration; in other words, it represents the curriculum of the current general English major. From one perspective, therefore, repackaging this curriculum as a third concentration amounts to a small and merely structural change. As a concentration, this curriculum will continue to serve the College of Charleston's Strategic Plan just as effectively as it always has, and with the same courses and mode of delivery. More specifically, the courses offered within the curriculum, which are the same courses we now offer within our general English major, will continue to advance the "Core Purpose" of the College of Charleston's Strategic Plan by encouraging students, through the study of literature, film, and other cultural artifacts, "To pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society." The study of language and literature has been essential to the liberal arts since their inception, and the study of English is therefore essential to the Strategic Plan's state commitment to "academic excellence" in the liberal arts.

Although our courses and the essential role they play within the Strategic Plan remain unchanged, the proposed change presents significant advantages. First, it improves the parity and coherence of our major by drawing all three concentrations into alignment. The major now consists of an 18-hour English core and three 18-hour concentrations. Students thus no longer have to weigh credit hours when considering whether to concentrate in Creative Writing or Writing, Rhetoric, and Publication, which both currently require more credit hours than the general English major. Second, it eliminates terminological and other confusion arising from the presentation of literature, film, and cultural studies as the normative component of English studies that goes without saying. In other words, it relieves students of the responsibility of having to figure out for themselves what "English" entails or what they are choosing by not choosing a concentration. Finally, by requiring majors to choose a concentration, it avails all majors of that choice. Up to this point, English majors who gravitate toward the critical analysis of literature, film, and culture have been deprived of the opportunity to weigh the various options within the major and to consider which variety of English studies they most prefer and why. By making Literature, Film, and Cultural Studies one of three choices within a major that requires a concentration, all of our majors will be equally encouraged to take more control over their own education.

Assessment of Need

We became aware of the need for this change through extensive internal and external research. Surveys of students and faculty and a competitive analysis of 16 other programs revealed that our current curriculum could benefit from revision, and that this revision should be geared toward streamlining the major and improving its flexibility. A central component of this larger revision is the proposed new concentration. As noted above, the addition of this new concentration will benefit the institution and its students by improving the coherence of the English major overall, drawing its three concentrations into alignment, and encouraging all English majors to take control over their education by requiring them to choose a concentration.

Transfer and Articulation

There are no special articulation agreements associated with the proposed concentration.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019-20	24	90	17 19	93 100	N/A	N/A
2020-21	26	105	15	98	N/A	N/A
2021-22	20	96	22	100	N/A	N/A
2022-23	28	92	18	103	N/A	N/A

As the new concentration simply represents a repackaging/renaming of our current English B.A., A.B., we were able to project enrollment numbers for the new concentration using enrollment numbers for non-concentrating English majors in AY 2018-2019. In Spring 2018, we had 105 English majors. In Fall 2018, having lost 39 majors to graduation/attrition and gained 24 new majors, we had 90. The numbers presented here are based upon an expectation of gaining/losing 30-40 majors each year. We feel confident in making this projection, as our numbers have remained relatively stable over the past five semesters. Because we have not gathered enrollment data over the summer, those cells have been marked “N/A.”

Curriculum

Attach a curriculum sheet identifying the courses required for the program (**a curriculum sheet has been provided as an attachment**).

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
	ENGL 300 (a new elective)	

New Courses

ENGL 300 Special Topics: Pre-1800 Literature, Culture, and Rhetoric (3)

A detailed study of pre-1800 literature, culture, and/or rhetoric focused on a special topic to be determined by instructor. May be repeated when topic varies.

(This is an elective course, not a required course. Its creation was demanded by the shift within the new curriculum from a tripartite historical model [Pre-1700, 1700-1900, 1900-present] to a bipartite historical model [Pre-1800, Post-1800], but it will serve the same purpose as our current special topics courses in “literature in history.”)

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
English, B.A.: General Major	30	Univ. of South Carolina	Shared emphasis on literature, film, and cultural studies	Fewer credit hours & requirements than our proposed concentration
English, B.A.	48	Clemson University	Shared emphasis on literature, film, and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	39	Wofford College	Shared emphasis on literature, film, and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	48	Coastal Carolina	Shared emphasis on literature, film, and cultural studies	More credit hours than our proposed concentration
English, Literature and Language Track, B.A.	27	Furman University	Shared emphasis on literature, film, and cultural studies	Fewer credit hours & more requirements than our proposed concentration
English, B.A.	34	Columbia College	Shared emphasis on literature, film, and cultural studies	Fewer credit hours & more requirements than our proposed concentration
English, B.A.	36	Converse College	Shared emphasis on literature	More requirements than our proposed concentration
English, B.A.	33	Erskine College	Shared emphasis on literature	Fewer credit hours & more requirements than our proposed concentration
English B.A. (Liberal Arts Program)	37	Francis Marion	Shared emphasis on literature, film, and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	30	Lander University	Shared emphasis on literature	Fewer credit hours & requirements than our proposed concentration
English, B.A.	33	Limestone College	Shared emphasis on literature	Fewer credit hours & more requirements than our proposed concentration
English, B.A.	45	North Greenville	Shared emphasis on literature	More courses & requirements than our proposed concentration
English, B.A.	36	The Citadel	Shared emphasis on literature, film, and cultural studies	More required courses than our proposed concentration

English, B.A.	39	Univ. of South Carolina Aiken	Shared emphasis on literature, film, and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	30	Univ. of South Carolina Beaufort	Shared emphasis on literature, film, and cultural studies	Fewer credit hours & requirements than our proposed concentration
English, B.A.	69	Voorhees College	Shared emphasis on literature, film, and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	48	Benedict College	Shared emphasis on literature and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	40	Charleston Southern	Shared emphasis on literature	More credit hours & requirements than our proposed concentration
English, B.A.	39	Coker College	Shared emphasis on literature, film, and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	36	Morris College	Shared emphasis on literature, film, and cultural studies	More required courses than our proposed concentration
English, B.A.	36	Newberry College	Shared emphasis on literature, film, and cultural studies	More requirements than our proposed concentration
English, B.A.	33	Presbyterian College	Shared emphasis on literature, film, and cultural studies	Fewer credit hours & more requirements than our proposed concentration
English, B.A.	36	Southern Wesleyan	Shared emphasis on literature	More requirements than our proposed concentration
English, B.A. (Literature)	51	Anderson University	Shared emphasis on literature, film, and cultural studies	More credit hours & requirements than our proposed concentration
English, B.A.	39	Clafin University	Shared emphasis on literature and cultural studies	More credit hours & requirements than our proposed concentration

Faculty

Because the proposed concentration is simply a repackaging/renaming of our current English major, it will not require any new faculty, staff, or administration personnel for its implementation.

Resources

The proposed concentration will not require any new resources because it is simply a repackaging/renaming of our current English major.

Impact on Existing Programs

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

Yes

No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	N/A	N/A	N/A	N/A	N/A	N/A
Program-Specific Fees	N/A	N/A	N/A	N/A	N/A	N/A
Special State Appropriation	N/A	N/A	N/A	N/A	N/A	N/A
Reallocation of Existing Funds	N/A	N/A	N/A	N/A	N/A	N/A
Federal, Grant, or Other Funding	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	N/A	N/A	N/A	N/A	N/A	N/A
Facilities, Equipment, Supplies, and Materials	N/A	N/A	N/A	N/A	N/A	N/A
Library Resources	N/A	N/A	N/A	N/A	N/A	N/A
Other (specify)	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	N/A	N/A	N/A	N/A	N/A	N/A

Budget Justification

As noted above, the proposed concentration will not generate any new costs as it is simply a repackaging/renaming of our current general English major. Because we anticipate that the number of majors will remain consistent with the number of majors we have had in recent years, we do not expect any change in revenue generated or in resources needed. The cells above have therefore been marked "N/A."

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>1. Students demonstrate the ability to write clearly and expressively about complex subject matter.</p>	<p>1. Students demonstrate the ability to write clearly and expressively about complex subject matter.</p>	<p>1. This outcome will be measured annually with two measures: graded work in 200- and 300-level courses (direct) and a survey conducted in senior capstone courses (indirect).</p> <p>For the first measure, faculty will identify an appropriate assignment and use a rubric provided by the Assessment Committee to score the work while grading it. They will then submit their scores anonymously to the Assessment Committee, who will tally them. Our target for this measure is to have 70% of students score "satisfactory" or better on their ability to write clearly and expressively about complex subject matter. Appropriate assignments could include an in-class close-reading assignment, in which students are required to write a brief formal analysis of a short piece of writing, or a 4-5 pp. analytical essay, in which students are required to argue persuasively in support of an interpretation of a film, novel, poem, or other cultural artifact.</p> <p>For the second measure, faculty will conduct a survey of students in senior capstone courses, including a question on their ability to write clearly and expressively. Our target measure is to have 70% of students self-report being "satisfied" or "very satisfied" with the writing skills they now possess.</p>
<p>2. Students demonstrate the ability to interpret a variety of texts using</p>	<p>2. Students demonstrate the ability to interpret a variety of texts using</p>	<p>2. This outcome will be measured annually with two measures:</p>

<p>historical context, artistic conventions, and the ideas of others.</p>	<p>historical context, artistic conventions, and the ideas of others.</p>	<p>graded work in 200- and 300-level courses (direct) and a survey conducted in senior capstone courses (indirect).</p> <p>For the first measure, faculty will identify an appropriate assignment and use a rubric provided by the Assessment Committee to score the work while grading it. They will then submit their scores anonymously to the Assessment Committee, who will tally them. Our target for this measure is to have 70% of students score “satisfactory” or better on their ability to interpret texts using historical contexts, artistic conventions, and the ideas of others. Appropriate assignments could include research papers in which students are required to argue persuasively in support of an interpretation of a film, novel, poem or other cultural artifact and to support their argument with secondary research.</p> <p>For the second measure, faculty will conduct a survey of students in senior capstone courses, including a question on their ability to interpret a variety of texts using historical contexts, artistic conventions, and the ideas of others. Our target for this measure is to have 70% of students self-report “satisfactory” or higher skills in interpreting texts.</p>
<p>3. Students demonstrate the ability to apply their skills in writing and interpreting to new contexts in which, after graduation, they can enhance their personal and professional lives.</p>	<p>3. Students demonstrate the ability to apply their skills in writing and interpreting to new contexts in which, after graduation, they can enhance their personal and professional lives.</p>	<p>3. This outcome will be measured annually with two measures: an e-portfolio or internship portfolio collected from 10% of graduating seniors (direct) and a survey conducted in senior capstone courses (indirect).</p> <p>For the first measure, the Assessment Committee will collect e-portfolios or internship portfolios from 10% of graduating seniors and score them, according to a rubric, to assess students’ ability to apply their skills to new contexts that enhance their personal and</p>

		<p>professional lives after graduation. Our target for this measure is to have 70% of students score "satisfactory" or better on their ability to apply their skills to these new contexts.</p> <p>For the second measure, faculty will conduct a survey of students in senior capstone courses, including a question regarding their ability to apply their skills to new contexts. Our target for this measure is to have 70% of students self-report being "satisfied" or "very satisfied" with their ability to apply their skills to new contexts.</p>

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes
- No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes
- No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
- No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes
- No

English Major Advising Worksheet—All Concentrations

English Core: All Majors (18)

Student Name: _____

Foundation Requirements (6)

Select one general British or American Lit. survey: ENGL 201, 202, 207

ENGL _____

Introduction to English Studies

ENGL 299

Area Requirements (6)

Pre-1800: ENGL 300, 302, 304, 306, 314, 317, 318, 337, 340, 342, 361

ENGL _____

Difference: ENGL 313, 315, 336, 352, 353, 358, 364, 371

ENGL _____

Open Electives (6)

Select two additional ENGL courses, one of which must be at the 300-level or above (includes Independent Study, Bachelor's Essay, Internship, & Tutorial; excludes 110, 190, and 498)

ENGL _____

ENGL _____

English Concentrations (18)

Creative Writing	Literature, Film, & Cultural Studies	Writing, Rhetoric, & Publication
<input type="checkbox"/> Select your concentration(s)	<input type="checkbox"/> Select your concentration(s)	<input type="checkbox"/> Select your concentration(s)
<p>Intro (6) <i>Two required courses</i></p> <p><input type="checkbox"/> 220: Poetry I <input type="checkbox"/> 223: Fiction I</p>	<p>Intro (6) <i>Select two additional surveys, one of which must be 201, 202, or 207:</i> ENGL 191, 201, 202, 203, 204, 207, 212, 216, 226, 233, 234</p> <p><input type="checkbox"/> ENGL _____ <input type="checkbox"/> ENGL _____</p>	<p>Intro (3) <i>Required course</i></p> <p><input type="checkbox"/> 225: Intro to Writing Studies</p>
<p>Focus (9) <i>Two required courses</i></p> <p><input type="checkbox"/> ENGL 377: Poetry II <input type="checkbox"/> ENGL 378: Fiction II</p> <p><i>Select one additional 300-level CW course:</i> ENGL 339, 347, 367, 368, 373, 375, 380</p> <p><input type="checkbox"/> ENGL _____</p>	<p>Focus (9) <i>Select any three courses at the 300 level:</i> ENGL 300, 302, 304, 306, 309, 312, 313, 314, 315, 317, 318, 319, 320, 321, 323, 325, 326, 327, 328, 335, 336, 337, 340, 341, 342, 343, 344, 345, 346, 349, 350, 351, 352, 353, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 370, 371, 390, 395</p> <p><input type="checkbox"/> ENGL _____ <input type="checkbox"/> ENGL _____ <input type="checkbox"/> ENGL _____</p>	<p>Focus (12) <i>Select four courses:</i> ENGL 303, 305, 309, 310, 316, 322, 334, 366, 369, 372, 379, 380, 466</p> <p><input type="checkbox"/> ENGL _____ <input type="checkbox"/> ENGL _____ <input type="checkbox"/> ENGL _____ <input type="checkbox"/> ENGL _____</p>
<p>Capstone (3) <i>Select one advanced workshop course:</i> ENGL 402, 403</p> <p><input type="checkbox"/> ENGL _____</p>	<p>Capstone (3) <i>Select one capstone course:</i> ENGL 450, 460, 461, 462, 463, 464, 465, 466, 470, 490</p> <p><input type="checkbox"/> ENGL _____</p>	<p>Capstone (3) <i>Required course</i></p> <p><input type="checkbox"/> ENGL 495: Field Internship</p>