

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – A (1)
DATE: April 2-4, 2019

SUBJECT

New Minor: NSU Minor in Creative Writing

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Creative Writing. The minor would complement the existing Professional Writing and Rhetoric Minor, and expand opportunities for non-English majors to gain additional writing competencies. The minor is expected to appeal to students majoring in Communication Studies, Music, Theatre, Elementary Education, Secondary Education, and History. NSU notes that employment opportunities for graduates with writing skills continue to grow in a variety of fields.

IMPACT AND RECOMMENDATION

The proposed minor consists of eighteen credits and existing courses (no new courses are needed to offer the minor). NSU estimates six graduates per year with the minor after full implementation. NSU does not require additional resources to offer the program.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – Minor in Creative Writing

DRAFT MOTION 20190402_4-A(1):

I move to authorize NSU to offer a minor in Creative Writing, as presented.



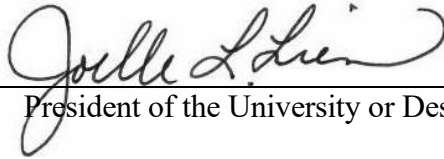
**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Baccalaureate Degree Minor

| | |
|--|---|
| UNIVERSITY: | Northern State University |
| TITLE OF PROPOSED MINOR: | Creative Writing |
| DEGREE(S) IN WHICH MINOR MAY BE EARNED: | Any |
| EXISTING RELATED MAJORS OR MINORS: | English (BA, BSEd) |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2019 |
| PROPOSED CIP CODE: | 23.1302 |
| UNIVERSITY DEPARTMENT: | Languages, Literature, and Communication Studies |
| UNIVERSITY DIVISION: | College of Arts and Sciences |

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



President of the University or Designee

12/28/2018

Date

1. Do you have a major in this field (place an "X" in the appropriate box)? Yes No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

Board Policy 1:10:6 establishes the mission of NSU is in part "to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation." The proposed Creative Writing minor meets and supports the NSU mission, primarily by promoting scholarly and creative activities.

3. What is the nature/purpose of the proposed minor?

NSU's English program currently offers tracks focused in literature and professional writing: the literature based major/minor in English/English Education, the professional writing based minor in Professional Writing and Rhetoric, and the English emphasis option in professional

writing. While we do offer an English emphasis option in creative writing, a craft/technique based minor in Creative Writing promotes creative activities and would provide balanced English program tracks of professional writing, literature, and craft/technique.

The Creative Writing minor would allow non-English majors the opportunity to pursue a specialization in creative writing without requiring they major in English, and it would allow English majors the opportunity to earn credentials in creative writing beyond that currently offered within the emphasis.

4. How will the proposed minor benefit students?

Currently, NSU's English program offers English majors a 12-credit emphasis option in a specialized topic, such as creative writing and/or professional writing. However, while NSU offers a minor in Professional Writing and Rhetoric to provide a more in-depth study of professional writing, it does not offer a minor in Creative Writing that would provide a more comprehensive study of the subject than is found in the emphasis.

A minor in Creative Writing would enhance the writing skills, creative enterprise, and original product creation of English majors and non-majors. As such, while a minor in Creative Writing would augment several programs offered at NSU, the non-English majors that would pair best with the minor include Communication Studies, Music, Theatre, Elementary Education, Secondary Education, and History as well as the new BFA in Digital Media and the pre-professional program in Journalism.

A Creative Writing minor benefits English majors and non-majors by promoting invention and originality, developing adaptable critical and creative writing skills, and honing observational and interpretive skills. Additionally, English Education majors pursuing this minor would be better prepared to teach creative writing in their own classrooms. Invention, adaptability, observation, and interpretation are marketable skills (see response to question 5).

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

During the August 7 – 9, 2018, South Dakota Board of Regents meeting, Black Hills State University (BHSU) submitted a proposal for a New Baccalaureate Degree Minor in Creative Writing that was accepted by the SDBOR. In that proposal, they provided current data and examples from the US Bureau of Labor Statistics and the National Association of Colleges and Employers to respond to this question pertaining to workforce demand. As this remains the most current data available, we will reference the applicable sections of the BHSU proposal here:

According to the US Bureau of Labor Statistics, “[e]mployment of writers and authors is projected to grow eight percent from 2016 to 2026, about as fast as the

average for all occupations. Strong competition is expected for full-time jobs because many people are attracted to this occupation.”^{1 2}

The National Association of Colleges and Employers (NACE) First-Destination Survey of 2016 cited an 84.6% Career Outcome Percentage for the Creative Writing field, higher than English (81.3%); English Language, Literature and Letters (82.5%); and Rhetoric and Composition (73.1%).³

While a third of students interested in becoming writers and authors will study creative writing at the graduate level,⁴ and these students will need a background in the field to find competitive placement in programs, the Creative Writing minor also serves those wishing to pursue writing-intensive and creative-writing-intensive positions in some of the following occupations (please note: these are only a sample of related professions):⁵

- Editors (little to no change/projected to remain stable)
- Copy writers (projected to remain stable)
- Public Relations Specialists (projected 9% increase)
- Technical Writers (projected 11% increase)
- Adult Basic and Middle and Secondary Education and Literacy Teachers and Instructors (projected 8% increase)
- Librarians (projected 9% increase)

In South Dakota, specifically, these careers have the following projections⁶

- Editors (projected .7% increase)
- Copy writers (no information available for SD)
- Public Relations Specialists (projected 5.3% increase)
- Technical Writers (projected 11.3% increase)
- Adult Basic and Middle and Secondary Education and Literacy Teachers and Instructors (projected 7.8% increase)
- Librarians (projected 1.4% increase)
- Communications Teachers, postsecondary (projected 9.7% increase)

¹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Writers and Authors, on the Internet <https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm> (visited March 02, 2018).

² While there are projected to be no openings in South Dakota specifically for creative writers through 2024 (with an expected average growth in demand nationally), related careers that would be supplemented by this minor, such as Public Relations, are expected to grow within the state. (Projection Central: State Occupational Projections, Writers and Authors in South Dakota, <http://www.projectionscentral.com/Projections/LongTerm> (visited April 20, 2018)

³ First Destination Survey Class of 2015 Definitions and Detailed Report, National Association of Colleges and Employers at <http://www.naceweb.org/uploadedfiles/files/2016/publications/product/survey/first-destination/nace-first-destination-class-of-2015-definitions-and-detailed-report.pdf> (visited March 02, 2018).

⁴ Careeronestop, U.S. Department of Labor, “Poets, Lyricists, and Creative Writers,” <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Poets.%20Lyricists%20and%20Creative%20Writers&onetcode=27304305&location=south%20dakota> (visited March 02, 2018).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Writers and Authors, on the Internet at <https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm> (visited March 2, 2018)

⁶ Projections Central, Long Term Occupational Projections (2014-2024), <http://www.projectionscentral.com/Projections/LongTerm> (visited April 20, 2018)

- Education teachers, postsecondary (projected 10% increase)
- Middle School Teachers (projected 5.2% increase)
- Graphic Designers (projected 1.7% increase)

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | FY 19 | FY 20 | FY 21 | FY 22 |
| Students enrolled in the minor (fall) | 2 | 4 | 6 | 8 |
| Completions by graduates | 0 | 1 | 3 | 6 |

*Do not include current fiscal year.

Estimates are based on conversations our English faculty and the academic advisor for the Department of Languages, Literature, and Communication Studies have had with undergraduate students in the English program specifically and the College of Arts and Sciences generally, as well as the number of current majors in relevant fields, as indicated in number 4 above.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

An analysis of over 20 Creative Writing minor programs offered nationwide, including at the University of South Dakota, University of Pittsburgh, University of Minnesota, Kent State University, University of California Berkeley, University of Delaware, Illinois State University, and the University of Colorado Boulder, informed our proposed curriculum for the minor.

An 18-credit Creative Writing minor is in keeping with regional and national norms, as are course offerings in multiple genres (i.e. poetry writing, fiction writing, creative non-fiction writing, and the study of literature). Similarly, in keeping with Creative Writing minor program standards nationwide, the majority of credit hours are devoted to the study and practice of creative writing (9 credits) with a minority of credit hours devoted to literature electives (6 credits). Also standard is an introductory course in creative writing (3 credits) that allows students practical experience with several genres while learning the fundamental skills possessed by professional creative writers such as critical reading, peer critiques, and attention to revision.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

| Creative Writing Minor | Credit Hours | Percent |
|-------------------------------|---------------------|----------------|
| Requirements in minor | 12 | 80% |
| Electives in minor | 6 | 20% |
| Total | 18 | 100% |

B. Required Courses in the Minor

| Prefix | Number | Course Title <i>(add or delete rows as needed)</i> | Credit Hours | New (yes, no) |
|---------------|---------------|--|---------------------|----------------------|
| ENGL | 283 | Introduction to Creative Writing | 3 | No |
| ENGL | 475 | Creative Writing: Non-fiction | 3 | No |
| ENGL | 476 | Creative Writing: Fiction | 3 | No |
| ENGL | 478 | Creative Writing: Poetry | 3 | No |
| Subtotal | | | 12 | |

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

| Prefix | Number | Course Title <i>(add or delete rows as needed)</i> | Credit Hours | New (yes, no) |
|----------------------|---------------|--|---------------------|----------------------|
| Must Choose 2 | | | | |
| ENGL | 210 | Introduction to Literature | 3 | No |
| ENGL | 213 | Backgrounds to Literature | 3 | No |
| ENGL | 215 | Literature in Global Contexts | 3 | No |
| ENGL | 221 | British Literature I | 3 | No |
| ENGL | 222 | British Literature II | 3 | No |
| ENGL | 230 | Literature for Younger Readers | 3 | No |
| ENGL | 241 | American Literature I | 3 | No |
| ENGL | 242 | American Literature II | 3 | No |
| ENGL | 363 | Literary Genres | 3 | No |
| ENGL | 413 | Literature of the Ancient World | 3 | No |
| ENGL | 431 | Shakespeare I | 3 | No |
| ENGL | 432 | Shakespeare II | 3 | No |
| Subtotal | | | 6 | |

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students within the Creative Writing minor are expected to achieve the following learning outcomes:

- gain core competency in writing within a variety of genres
- gain mastery of a range of stylistic choices, writing styles and conventions
- demonstrate a mastery of the conventions of standard American English
- demonstrate skill in extensive revision of their own writing

Students will achieve these outcomes through coursework and the following assessments: creative portfolios, exams, and individual and peer workshopping.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Workshops in which students critically read and respond to the writing of their peers are the pedagogical mainstay of the creative writing classroom. Peers provide an initial audience and sounding board for a writer's work-in-progress, just as in several other academic disciplines, and it is within the workshop where students can best acquire the attention to craft and the critical reading skills exercised by professional creative writers.

Lectures and class discussions on the elements of craft, as well as in-class writing exercises, provide additional springboards for student writing. Professional readings by visiting writers and one-on-one student conferences with the instructor are also pedagogical standards.

The student's final project and the heart of assessment is a creative portfolio of work drafted, revised, and edited throughout the minor program, and this project is often accompanied by a public reading by students in the class.

D2L Brightspace or another LMS facilitates the exchange of drafts and feedback among students and the instructor.

12. Delivery Location⁷

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

| | Yes/No | Intended Start Date |
|------------------|--------|---------------------|
| On campus | Yes | Fall 2019 |

| | Yes/No | If Yes, list location(s) | Intended Start Date |
|-------------------|--------|--------------------------|---------------------|
| Off campus | No | | |

| | Yes/No | If Yes, identify delivery methods ⁸ | Intended Start Date |
|---|--------|--|---------------------|
| Distance Delivery (online/other distance delivery methods) | No | | |

⁷ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁸ Delivery methods are defined in [AAC Guideline 5.5](#).

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?⁹**

| | Yes/No | <i>If Yes, identify delivery methods</i> | <i>Intended Start Date</i> |
|---|---------------|---|-----------------------------------|
| Distance Delivery (online/other distance delivery methods) | No | | |

- 13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."***

No exceptions requested.

- 14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.***

No new costs will be associated with adding this minor. We currently have a sufficient amount of full-time faculty qualified to teach all of the courses required/offered within the Creative Writing Minor. We currently offer all of the elective and required courses in our standard rotation, so faculty will not be redirected from other assignments. The only class we would add to our rotation is ENGL 283, a current common course for which we have filed an Authority to Offer an Existing Course form. Adding ENGL 283 to the current course rotation will not have an adverse effect on course offerings or faculty availability.

- 15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).**

YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

⁹ This question responds to HLC definitions for distance delivery.

16. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

None.