CS#0209 Creative Writing Certificate

2024-2025 New Program Form

GETTING STARTED

OVERVIEW

Recommended first step > discuss with your Faculty Curriculum Lead, consult with your Dean/Associate Dean or Exec. Director prior to creating your proposal.

To complete the New Program Form, follow these steps:

Complete the Concept & Proposal and the Planned Consultations Sections
Launch the proposal and participate with others to advance the Proposal to be approved for the Development Phase
Complete the Curriculum Development Section working with others throughout the process.

Schools will also need to complete a New Program Concept Proposal which addresses operational aspects.

Refer to the Developer Training Modules for additional instructions and guidelines. For assistance, please see the list of Support persons for each School and other resources. For additional help, you may contact edapprovals@camosun.ca.

CONCEPT & PROPOSAL

Curriculum Set Name   CS#0209 CRWR cert - New Prog

Indicate if you are proposing a new program or a new shared core that would apply to multiple programs.

Note: use the New Course form for each new course being proposed.

Proposal Type* ● Program
                     ○ Shared Core

Department(s)*   English
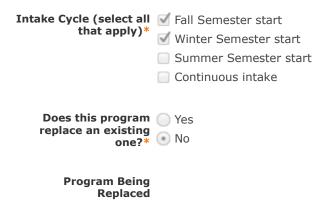
**Program
Proponent(s)***   Kristine Kerins

PROPOSED GENERAL PROGRAM INFORMATION

Proposed Program Name* CS#0209 Creative Writing Certificate

Please refer to the CETL document for guidance on How to Write an Effective [Program Description](#).

Proposed Program Description (draft only)* Students in the Creative Writing (CRWR) Certificate program are introduced to the craft and profession of writing by being immersed in a writing community in which they explore their creativity, develop their voice, share their work, and learn about the professional side of writing.

Students explore various aspects of creative writing through genres such as fiction, creative nonfiction, poetry, and scriptwriting. Classes combine theory and practice and, through workshop and lecture, support the practice and critique of writing.

Students can develop material for a portfolio which illustrates their achievements and exhibits a collection of their best work to prospective employers and/or academic institutions. They also gain exposure to the professional side of the writing world: editing and publishing. Students have the option to participate in an internship so they can further extend and apply their skills, gain a better understanding of the field, and receive support and mentorship in the creative writing field.

Students may continue into BA or BFA programs in Creative Writing or find employment in authorship, publishing, entertainment, media, or journalism. However, Creative Writing not only attract students interested in writing professionally; it is also sought by students with a wide variety of academic and career goals. A credential in creative writing not only attests to the strong writing skills that many employers value, but it also attests to enhanced creativity, oral communication skills, collaborative skills, and critical thinking skills.

Graduates with the Creative Writing certificate can fully apply their program credits to a variety of Camosun College credentials, including the Diploma of Arts and Science Studies, the Associate Degree in English, and the Associate Degree in General Arts. They can also receive good transfer credit at many academic institutions including RRU, UBCV, UBCO, Langara, and VIU.

Desired Effective Term* [Fall] **Desired Effective Year*** 2025

Academic Level* ◉ Undergraduate
◯ Upgrading & Preparation
◯ Trades

Credential Type* [Certificate]

Student Load* ◯ Full-time
◯ Part-time
◉ Full-time and Part-time Options

Proposed Delivery Mode (select all that apply)* ☐ On-Campus (Interurban)
☑ On-Campus (Lansdowne)
☑ Online
☑ Blended
☐ Off-Campus

Schedule Type (select all that apply)* ☑ Daytime
☑ Evenings
☐ Weekends

Intake Cycle (select all that apply)* ☑ Fall Semester start
               ☑ Winter Semester start
               ☐ Summer Semester start
               ☐ Continuous intake

Does this program replace an existing one?* ○ Yes ● No

Program Being Replaced

If replacing an existing program, you will need to initiate a cancellation of the existing program.

Student Loan Eligibility - Eligibility for StudentAid BC Funding is determined by Financial Aid & Awards using provincial guidelines.

Is it your intention that the program be student loan eligible?* ● Yes ○ No

PURPOSE & CONCEPT

Proposed Program Concept: *Provide a narrative describing the nature of the proposed program.*

Program Concept*

Students enrolled in the Creative Writing Certificate Program will come face to face with the power and beauty of the written word. They will read, analyze, and write creative pieces in a number of different creative genres as well as gain exposure to, and an understanding of, the writing industry.

This program will encourage students to explore different modes of writing. Learning from experienced, published writers, they will engage in feedback, revision, editing, and publication processes, and gain a sense of what it would be like to have a career in the literary arts. They will gain hands-on experience in shaping imagination into audience-ready pieces, both in their own work and in that of their peers. They will also learn how local publishing houses operate, and will have opportunities to meet people working in local publishing businesses.

Students will participate in a supportive writing community while learning to hone their skills and develop their unique voice. Graduates of the program will be well-prepared if they wish to continue into a BA or a BFA in Creative Writing or find employment in authorship, publishing, entertainment, or journalism.

Program Rationale - What is the rationale for this program? What are your primary objectives? What needs does it meet? Why does it make sense for Camosun at this time? What are the benefits to students, to the department, the Faculty, and to Camosun?

Rationale and Objectives*

Creative Writing draws a great number of diverse students, but since we cancelled our Associate Degree in Creative Writing in 2014, these students have not been able to make Creative Writing their primary focus of study. We would like to give them this opportunity, particularly as many students see Creative Writing as a viable career option.

Despite being currently relegated to the role of "elective" or "personal interest" courses, all our CRWR classes are well-subscribed. CRWR attracts people from all stages of life, from those straight out of high school (38%) to those who have been away from studies for 2 to 10 years (43%) to those who have been away for more than a decade (19%). They come with a desire to learn how to tell artful stories and poignantly capture experiences. Interestingly, only 19% of our current CRWR students said they were primarily using their CRWR to serve as an elective.

Nearly half (49.4%) of the students we surveyed told us that their primary motivation for taking CRWR is that they hope to have a career in a writing-centred field. Another 27% were motivated by their belief that the skills taught in CRWR would enhance any career. And they also seem to understand that a single course is not enough to sufficiently learn the skills they seek: only 22% of them planned to only take one CRWR course at Camosun. 27% of them had already taken other CRWR courses, 20% were currently in more than one CRWR course, and 51% of them planned to take more CRWR in the future. In short, there is significant student interest in CRWR, and that interest extends well beyond one course for personal interest.

UVic offers a writing program; however, it is set up with a very different model. Currently, all UVic writing students are required to enrol in a single, multi-genre, full-year course. WRITING 100 -- the only first-year course UVic offers -- is lecture-based with a class maximum of 150 students. Only those achieving the highest grades in Writing 100 will be able to continue in Creative Writing and access the genre-specific courses. The only way to bypass WRITING 100 is to challenge it by portfolio. This is typical of Creative Writing programs at most universities: access is competitive, heavily guarded, and requires students to show significant upfront talent. By contrast, our students say they were drawn by the accessible prerequisites (52%), small-class workshop style (62%), and genre-specific content (65%). Offering flexible delivery models (36%) was also seen as one of our selling points.

Of course, the one thing UVic does offer that we do not is a credential. Only 21% of our current CRWR students said they were not interested in obtaining a CRWR credential. Of those who did express an interest in a credential, 55% said they would be interested in a one-year certificate; 61% said they would be interested in a two-year diploma; and only 40% said they would be interested in a 4-year degree like the one offered by UVic. When asked which Camosun option – one or two years – would be the most appealing, it was quite evenly split: 52% said one year and 48% said two years. There was, however, also an overwhelming desire to make sure our CRWR courses transfer well to institutions that can offer longer-term credentials. Thankfully, our transfer agreements are already quite strong.

We would like to treat this one-year Certificate as a starting point and testing ground. If the demand is there, we could easily expand into a two-year Diploma. We already have three other second-year courses on the books, and we would welcome the chance to add a portfolio-building course to prepare students for competitive-entry academics or workplaces. A self-publishing course might also be a great addition to a second year expansion.

Proposed Program Content

Copy and paste the proposed program requirements table into Draft Program Content field below. Complete the table and modify as needed. Alternatively, create a new table that better suits your program course sequencing.

Year 1

Academic Term 1

	Course	Course Name	Credits
All of			
One of			
One of			
Total credits			

Year 1

Academic Term 2

	Course	Course Name	Credits
All of			
One of			
One of			
Total credits			

Draft Program Content*

One of	CRWR 150 – Speculative Fiction	3
	CRWR 154 – Introduction to Short Fiction	
	CRWR 157 – Writing Fiction for Children and Youth	
	CRWR 254 – Advanced Fiction	
One of	CRWR 152 – Introduction to Creative Non-Fiction	3
	CRWR 155 – Introduction to Personal Narrative	
	CRWR 156 – Introduction to Poetry	
	CRWR 158 – Introduction to Scriptwriting	
One of	CRWR 160 – Editing	3
	CRWR 162 – Publishing	
Two of	Any other CRWR courses	6
Two of	ENGL 151- Academic Writing Strategies	6
	ENGL 161 - Literary Genres	
	ENGL 163 - Intro to Literary Traditions	
	ENGL 164 - Indigenous Literature	
Three	University Transfer Electives* * Any 100-level or higher course that transfers to at least one post-secondary college, institute, or university per the British Columbia Council of Admissions and Transfer guide at BC Transfer Guide.	9
Total Credits		**30**
Optional Internship Pathway		
All of	CDEV-WPS – Career Development Workplace Preparation Skills	0
	CRWR 102 – Internship Work Experience	6

We have grouped the courses above to ensure the students have some grounding in at least two genres as well some experience in the more business-focused side of writing. It ensures a solid basis in fiction writing while still making allowances for personal preference when it comes to poetry, scriptwriting, or non-fiction forms. The requirement for either an editing or a publishing course addresses the needs of the industry and hones career-building skills.

We have included two English courses to ensure that at least one of them is a literature course; it is important to experience creative writing as a critic as well as from the position of a creator.

The electives have remained intentionally open. Creative writers can pull inspiration from anywhere (history, biology, psychology, astronomy ...) and can also benefit from knowledge and skills like those taught in other schools like Business or Indigenous Studies.

The internship option offers an opportunity for students to continue their career pathway in the creative writing field with support from the co-op team and their supervisor. This is an optional addition to the program to allow for flexibility for diverse student needs.

Articulation and/or Transfer - please indicate if the program and/or its courses are intended to be eligible for transfer and how requirements will be determined and addressed.

Transfer Articulation Intention *
- ● Yes
- ○ No

Transfer Articulation Comments

Almost all of our CRWR courses and all of our ENGL courses already receive good transfer credit. Please see attached chart. We would certainly work to maintain and better these agreements as well as secure it for any new courses we might seek to develop.

MISSION & MANDATE ALIGNMENT

Camosun College values reflect a common core of understanding and are a guideline for how we relate to students. They are a positive reflection of what is at our core and are seen in our practice or in how we do things. Consider how your proposal aligns with these by reviewing the College Strategic Plan and Camosun College Commitments found on our website. Indicate which Strategic Values/Commitments this proposal supports and explain how this alignment is achieved.

Program Alignment*

Strengthening the Camosun Advantage:

The most obvious Camosun advantages are those details highlighted by the students in the survey: accessible prerequisites, genre-specific courses, the chance to be taught by experienced writers in the field, and small enough class sizes to allow for a workshop-style approach.

Our CRWR courses are also, by their very nature, applied. The skills learned in the classroom -- and sometimes even works that are produced there -- can easily be brought forward to the marketplace of writing. Moreover, one of our courses produces a physical literary journal filled with the work of our CRWR students. The optional internship program is entirely applied in nature.

We already offer some CRWR courses via flexible delivery models, namely, online and in the evening. A number of our students polled in our survey mentioned that these delivery models were important to their ability to attend, so we will certainly look at continuing, and perhaps expanding, the flexibility of these courses.

Responding to Community Needs:

The English department is blessed to be full of professional writers who maintain strong relationships with many other local writers. Our faculty members are also well-connected to local publishers, like Orca Books and Harbour Publishing, and local writing unions. Furthermore, Island Blueprint is one of our most generous CRWR awards sponsors. The co-op department also brings connections and partnerships in the community. Through the internship, this program can respond to labour market needs in communications, marketing, film, publishing, social media, editing, etc. All of these connections, and potential sources of guest speakers, not only offer a wonderful chance for students to build contacts in the vigorous writing community in Victoria but also allow that writing community to promote itself to a new generation of writers; it is a chance for reciprocal local benefit.

Honouring Indigenous Resurgence:

All of our CRWR faculty are committed to the principles of Indigenization and decolonization. Many of our courses are built either on the concept of the four Rs and/or on Martin Brokenleg's Circle of Courage. This program would also allow ample space to both explore Indigenous stories and to encourage Indigenous students to tell their own stories in their own voice and style.

Advancing Social Justice, Equity, Diversity, and Inclusion:

In the same way as CRWR lends itself easily to Indigenization, it also lends itself quite naturally to an appreciation of the uniqueness of the individual. Everyone has different stories to tell, and the opportunity for peers to listen to/read each other's works, and learn from what and how others express, is a tremendous gift; it builds empathy, understanding, and perspective-expansion.

IMPACT ASSESSMENT

Relationship with other Camosun programs – Identify any similar or related programs offered in your department, school, or elsewhere at Camosun College and clarify the uniqueness of this program. If overlap exists with another unit, that unit should be invited to prepare a commentary on the proposal. Describe any cooperative relationships, if appropriate.

Relationship with other Camosun programs   As CRWR courses are not integrated into any current program, we do not risk any curricular overlap. We would, however, welcome the chance to work with the other fine-arts focused programs – namely, the Visual Arts and Music departments – on joint projects. We also see potential to work with the Communications program students. All of these groups possess skills that would very much complement those of our writers, and we anticipate that some wonderful projects could grow from that synergy.

FEASIBILITY & VIABILITY

Who is the primary target audience(s) for this program?

Target audience(s)*
- ☑ Domestic
- ☑ International
- ☑ Traditional (High School) Learners
- ☑ Non-Traditional / Adult Learners
- ☐ Transfer Students
- ☐ Graduate Students
- ☐ Professional Development Learners
- ☐ Other (indicate in comments below)

Target audience(s) comments   In anticipation of this project work, we surveyed all the CRWR students enrolled in Fall 2023. 81 out of a possible 111 CRWR students completed the survey. Here is a sampling of some of their comments:

In answer to a question about what appealed to them about CRWR

- The clear interest and passion of the peers that already exist in Camosun CRWR classes
- Being able to have more Arts-based classes
- The creative writing community
- Knowledgeable instructors
- Ability to have skills analyzed through a "professions" courses (e.g. in a publishing scene)

In answer to a request for comments that may be helpful to us as we think about creating a Camosun credential in creative writing

- Please!
- In some situations, the adage "build and they will come" applies; in this situation and given my personal experience in CRWR courses at Camosun, the interest is obviously there, and the students are ready to engage when content/ programs become available.
- Please take creative writing seriously as a degree/ credential – it is a legitimate career option!
- I really hope you do this!!
- I think CRWR is a valuable skill that should be available for its own merit

CONSULTATIONS

Developers should consider the impact of a new program to related College curriculum and consult with department chairs, school deans, Registrar's Office and/or academic advisors as appropriate. CETL/Faculty Curriculum Leads can assist in identifying which schools or departments should be consulted early in the development process.

It is recommended that developers conduct a search of the Camosun Academic Calendar for related curriculum.

Planned school/department consultations (developer to update as appropriate, move items to completed)

Teaching and Learning Consultations

Indicate the teaching/learning supports you plan to work with in developing the curriculum for this course. (e.g., CETL, Eyē? Sq̓ʾlewen/Indigenous Supports, CAL, Applied Learning, Assessment and Testing, ELD, Writing Centre, other).

Planned teaching/learning consultations (developer to update as appropriate, move items to completed)

Describe any consultations to be undertaken during the development phase in regard to operationalizing the program at the College. (e.g., Registrar's Office, Marketing & Communications, Library, Student Affairs, Facilities, ITS, etc.)

Planned Consultations re: Operations

Describe any student, industry, community or professional consultation to take place during the development phase, including with accrediting bodies or other higher ed institutions.

Additional Planned Consultation

LAUNCH PROPOSAL

READY TO LAUNCH YOUR PROPOSAL?

After completion of the above sections, you may launch the proposal to begin the formal review and first approval steps. The purpose will be to obtain initial feedback and approval to proceed with further development.

Note that you may also complete any of the relevant sections below prior to launching if you have the information available. However, developers are asked not to undertake extensive curriculum development pending initial approval of the concept proposal, after which time the sections below will need to be fully completed. Previous sections should also be updated as necessary.

LAUNCH proposal by clicking here to return to the top of the proposal and then clicking on the launch icon in the top left corner.

CURRICULUM DEVELOPMENT - complete after launch of Proposal

Developers should consider the impact of the program revision to related College curriculum and consult with department chairs, schools deans or academic advisors as appropriate. CETL/Faculty Curriculum Leads can assist in identifying which schools or departments should be consulted early in the development process.

Also indicate the teaching/learning support consultations (e.g., CETL, Eyēʔ Sqâ'lewen/Indigenous supports, CAL, Applied Learning, Assessment and Testing, ELD, Writing Centre, other).

Briefly summarize the consultations using this table format (copy & paste, add rows as needed):

School/ Department/Other	Name(s)	Date(s)	Concern

Indicate nature of any concerns raised and actions taken or not taken in response along with rationale.

Summary of Consultations

Debbie Hlady - A&S Dean	March 9, 2023	No concerns
Creative Writing Committee	May 3, 2023	No concerns
Nasr Khalifa-A&S Associate Dean	June 28, 2023	No concerns
Education Leadership Team	September 6, 2023	No concerns, just requests for more info.
English Department	October 6, 2023	No concerns
Applied Learning, Co-operative Education, and Career Services - Kallos	February 21, 2024	No concerns
A&S School Curriculum Committee	February 27, 2024	no concerns
Rita Kolpak - A&S Academic Advisor	March 22, 2024	no concerns
Eva Du - Camosun International	March 25, 2024	no concerns
Chrisa Hotchkiss - Learning Skills	March 25, 2024	no concerns
Darryl Gorrie - CAL	April 3, 2024	no concerns
Mavis Smith & Diedre Murphy - Education Developers - CDPR	April 3, 2024	no concerns; many helpful suggestions
Natasha Parrish - Curriculum Development - Indigenization	April 8, 2024	no concerns
A&S School Curriculum Committee	April 23, 2024	no concerns

DESCRIPTION & LEARNING OUTCOMES

Academic Calendar Description - Please provide the program description as it should appear in the Academic Calendar. Describe the program purpose, target audience, expected time to complete, program delivery mode (i.e. on-campus, online), as well as opportunies career-wise or for further study. In addition, describe curriculum options (i.e. specializations available), and any other specific requirement such as field work, capstone, internships, etc. Include discussion of any experimental or unique components.

Support Resource: CETL

> **Please refer to the CETL document for guidance on How to Write an Effective [Program Description](#).**

Academic Calendar Description

Students in the Creative Writing Certificate Program will come face-to-face with the power and beauty of the written word. They will read, analyze, and write creative pieces in different genres -- such as fiction, creative nonfiction, poetry, and scriptwriting -- as well as gain exposure to the writing industry.

Students will be immersed in a supportive writing community where they can explore and reflect on their unique identity and culture as a means of developing their voice and discovering the most suitable literary modes through which to express themselves.

Classes combine theory and practice, lecture and workshop. Learning from experienced, published writers, students will explore their creativity, share their work, and engage in constructive feedback and revision. They will practice editing strategies, learn about publication processes, and develop a sense of what it would be like to have a career in the literary arts. They will have an opportunity to be published in Camosun's literary journal as well as to acquire hands-on experience in shaping imagination into audience-ready pieces, both in their own work and in that of their peers. They will learn how publishing houses operate and have opportunities to meet people working in the local writing community.

Graduates can apply their program credits to several Camosun College credentials or continue into Bachelor of Arts or Bachelor of Fine Arts programs across BC. Others may find employment in authorship, publishing, entertainment, media, or journalism. Their credential will attest to the effective writing skills that many employers value, as well as to enhanced creativity, oral communication, collaboration, and critical thinking. Students will also have material for a portfolio that can exhibit their best work to prospective academic institutions and/or employers.

Students have the option to participate in an internship so they can extend and apply their skills, earn a better understanding of the field, and receive support and mentorship in the creative writing field.

Learning Outcomes - Provide the specific, measurable student learning outcomes that will be achieved by students in the program, answering the question "What will students know and be able to do?". Ultimately the learning outcomes should reflect the specific knowledge and skills one expects students to acquire as part of their educational experience in the proposed program. Add all student learning outcomes in the field below. *Support Resource: CETL.* Please provide a bulleted list and precede it with the following language - Upon successful completion of this program, a student will be able to:

Please refer to the [Camosun Learning Outcomes Standards](#).

Learning Outcomes

Upon successful completion of this program, the learner will be able to

1. Distinguish the defining characteristics of at least two literary genres

2. Analyze the published works of diverse professional writers in order to identify their crafting techniques

3. Produce several pieces, in at least two genres, of creative writing

4. Identify different methods of conducting research and use research to give credibility to written pieces

5. Collaborate with peers by offering supportive and constructive criticism on each other's creative work to identify opportunities for improvement and to inform writing techniques

6. Identify areas for editorial revision (micro, macro, or stylistic) in one's own work as well as in the creative work of others, and, when appropriate, perform the required edits to meet professional publication standards in a range of employment settings

7. Identify various avenues for publication, production, and/or performance of creative literary pieces and strategies for sharing one's own writing in a public setting

8. Articulate the advantages and responsibilities of being an active participant in a writing community, both in the college setting and in the greater literary space

Indigenous ways of knowing, being, and doing - Indigenous students see themselves and their realities reflected in the curriculum in which they engage. Non-Indigenous students come away from the college equipped with knowledge and processes that enable them to develop stronger and better-informed relationships with Indigenous peoples.

In what ways does this program integrate, make space for, or create Indigenized teaching and learning opportunities? Please be specific and use examples.

For further information: Indigenization - Teaching & Learning Resources at Camosun - Research guides at Camosun College Library (libguides.com)

Indigenization

All of our CRWR faculty are committed to the principles of Indigenization and decolonization, and students are at the centre of this highly experiential program. Many of our courses are built with Indigenous principles of pedagogy (either on the concept of the four Rs and/or on Martin Brokenleg's Circle of Courage), which nurtures students' sense of belonging and competency. This program would also allow ample space to both explore Indigenous stories and to encourage Indigenous students to tell their own stories in their own voice and style.

The internship option provides supported opportunities for students to explore and make meaning of their experiences in the workplace culture of their discipline and industry/field. Students set their own learning goals and take greater responsibility for their own learning to meet those goals. Reciprocity and generosity are encouraged; both the workplace and students have opportunities to give and receive value from their shared experience.

In the Applied Learning field, indicate the primary applied learning type and describe how this course will use applied learning to:

> engage students in experiences within, or relevant to, community;
> provide opportunities for reflection on their learning experiences;
> teach students to clearly state how program content, activities and assessments have developed
> professional knowledge, skills and abilities.

Also, indicate the applied learning types in the Applied Learning Type field below. Reference this link for descriptions of applied learning types.

Applied Learning – primary type and description	**Course-based Activities:** All of our CRWR coded courses are listed as this type. The skills learned in the classroom -- and sometimes even works that are produced there -- can easily be brought forward to the marketplace of writing. Moreover, CRWR 162 produces a physical journal filled with the work of our CRWR students; it does not get more hands-on than that! As well, CRWR 102, the optional internship, is entirely applied learning, where the student is working and learning while employed in industry. It is work-integrated learning (co-operative education).
Applied Learning Types - Indicate the types of Applied Learning that will be incorporated in the program	Course-based Activities Work Integrated Learning - Internship

PROGRAM REQUIREMENTS

Table of courses (with "long" course titles, or "short" if no long exist) and credits by Academic Term required to complete the program. Note that programs cannot exceed 25 student contact hours per week unless dictated by an external agency or educational partner.

> Recommend use similar table from previous section that includes:

> Year 1, Year 2, etc.
> Course, Course Name, Credits
> Required courses first ("*All of*")
> Options or electives second ("*One of*")
> List each section in alpha numeric order

Program Content

Proposed Program Content

One of	CRWR 150 – Speculative Fiction	3
	CRWR 154 – Introduction to Short Fiction	
	CRWR 157 – Writing Fiction for Children and Youth	
	CRWR 254 – Advanced Fiction	
One of	CRWR 152 – Introduction to Creative Non-Fiction	3
	CRWR 155 – Introduction to Personal Narrative	
	CRWR 156 – Introduction to Poetry	
	CRWR 158 – Introduction to Scriptwriting	
One of	CRWR 160 – Editing	3
	CRWR 162 – Publishing	
Two of	Any other CRWR courses	6
Two of	ENGL 151 - Academic Writing Strategies	6
	ENGL 161 - Literary Genres	
	ENGL 163 - Intro to Literary Traditions	
	ENGL 164 - Indigenous Literature	
Three	University Transfer Electives* * Any 100-level or higher course which transfers to at least one post-secondary college, institute, or university per the British Columbia Council of Admissions and Transfer guide at BC Transfer Guide.	9
Total Credits		**30**
Optional Internship Pathway		
All of	CDEV-WPS – Career Development Workplace Preparation Skills	0
	CRWR 102 – Internship Work Experience	6

Note: use the New Course form for each new course being proposed.

Note that programs cannot exceed 25 student contact hours per week unless dictated by an external agency or educational partner.

Current Courses Offered - Select "Add Course" to create a list of all current courses offered that will be part of this program.

Current Courses *

Admissions

C+ in English 12
C in English 12 Camosun Alternative

Learning Outcomes

Upon successful completion of this program, the learner will be able to

1 - Distinguish the defining characteristics of at least two literary genres

2 - Analyze the published works of diverse professional writers in order to identify their crafting techniques

3 - Produce several pieces, in at least two genres, of creative writing

4 - Identify different methods of conducting research and use research to give credibility to written pieces

5 - Collaborate with peers by offering supportive and constructive criticism on each other's creative work to identify opportunities for improvement and to inform writing techniques

6 - Identify areas for editorial revision (micro, macro, or stylistic) in one's own work as well as in the creative work of others, and, when appropriate, perform the required edits to meet professional publication standards in a range of employment settings

7 - Identify various avenues for publication, production, and/or performance of creative literary pieces and strategies for sharing one's own writing in a public setting

8 - Articulate the advantages and responsibilities of being an active participant in a writing community, both in the college setting and in the greater literary space

Curriculum

Fiction

One of:

CRWR 150 Introduction to Speculative Fiction	3
CRWR 154 Introduction to Fiction	3
CRWR 157 Fiction for Children and Youth	3
CRWR 254 Advanced Fiction	3

CRWR 254 Advanced Fiction   3

Alternate Genre

One of:

CRWR 152 Introduction to Creative Nonfiction   3
CRWR 155 Introduction to Personal Narrative   3
CRWR 156 Introduction to Poetry   3
CRWR 158 Introduction to Scriptwriting   3

Editing / Publishing

One of:

CRWR 160 Editing
CRWR 162 Publishing

Creative Writing Electives

Any two (2) CRWR courses not taken to fulfill another category requirement

English Requirement

Two of:

ENGL 151 Academic Writing Strategies   3
ENGL 161 Literary Genres   3
ENGL 163 Intro to Literary Traditions   3
ENGL 164 Indigenous Literature   3

Electives

Three (3) approved electives*

*Any 100-level or higher course which must transfer to at least one post secondary college, institute, or university per the British Columbia Council of Admissions and Transfer Guide at BC Transfer Guide.

Optional Program Credential Designation

Internship

All of:

CDEV WPS Workplace Preparation Skills	**0**
CRWR 102 Internship Work Experience 1	

New Courses To Be Offered – List any new courses which must be created for the program and include a general description for each of these courses. New courses will require approval through the New Course curriculum process. Indicate if any of the new courses will be provided by another department.

New Courses

For the Internship option: CRWR 102: Internship Work Experience

Transfer & Articulation Comments - outline any plans for transfer or articulation

Almost all of our CRWR courses, as well as all of the ENGL options for this program, are already listed on the BC Transfer guide and offer transfer options to many institutions. Attached is a chart summarizing the current transfer agreements for CRWR and English courses.

Only the optional CRWR 102 will not transfer. Internship courses are rarely transferable; however, with a program of this length, co-op is not a feasible option.

A&S Academic Advisor, Rita Kolpak, has reviewed the pathways for students who would like to continue their studies. She looked at how CRWR program students could use their certificate credits to gain leverage in UVic's BA/BFA Writing program: RRU's Professional Communication program; VIU's Creative Writing an Journalism BA; UBCV's Major in Creative Writing; and UBCO's BA in Creative Writing. These details are outlined on an attached document.

General Category Electives - If this program has non-prescribed electives, please indicate from which Course Categories the electives can be taken. ex: Anthropology, English, etc.

General Category Electives   University Transfer

Program Participation Requirements - List any requirements that must be met throughout the program. Examples include portfolio, immunizations, assessments/tests, licenses/qualifications, etc.

Program Participation Requirements   none

Criminal Record Check - will students be working with children and/or vulnerable persons? If so, a Criminal Record Check (CRC) is required under the Criminal Records Review Act.

CRC Required   ☐ Check only if students require a criminal record check

Recommended Information: Indicate information, activities or materials to help students to succeed throughout the program.

Recommended Information

ACADEMIC STANDARDS & REQUIREMENTS

The College has established minimum standards for admissions, academic progression, and program completion (graduation):

Admissions - minimum BC High School English 12 with C+ (or Camosun alternative)
Progression - minimum term GPA of 2.0 ('C')
Completion - minimum cumuulative GPA of 2.0 ('C')

Please indicate which - if any - of the requirements that vary from the above

Admission Standards & Requirements

Progression Standards & Requirements

Completion Standards & Requirements

Development Phase Reflection

Please highlight key aspects in which the final proposal differs from the original concept. This helps to ensure the proposal has received the proper consultation prior to final approval.

Key Aspects of Final vs. Original Concept   No significant changes have been made, only minor tweaks to phrasing.

ADMINISTRATIVE USE ONLY

Program Type

Credential Name

ICC FEEDBACK & DEVELOPER RESPONSE

The following link to the ICC feedback form for this proposal is to be inserted by the Ed Approvals Coordinator. Developers will access this link to provide a timely response that will ensure the proposal stays on track. Please account for variability in timelines between ICC review, voting, and EdCo submission.

Please review the ICC Feedback and provide the School/Dept response in the OneNote along with edits to the proposal by **Sept 18, 2024**.

[Creative Writing (Cert); CRWR 102](#) ([Web view](#))

CO-OPERATIVE/INTERNSHIP INFORMATION

Co-op Designation Mandatory/Optional/Not Applicable*
- ◯ Mandatory
- ◯ Optional
- ⦿ Not Applicable

Internship Designation Mandatory/Optional/Not Applicable*
- ◯ Mandatory
- ⦿ Optional
- ◯ Not Applicable

Eligibility for cooperative or internship work experience typically includes the following:

Approval by the Co-op Department

Student must complete "COOP WEP (Workplace Education Prep); or CDEV WPS (Workplace Preparation Skills)" prior to their first work term.

If __Mandatory__ – a minimum GPA of "2" (C) is a prerequisite to the first work term and all subsequent work terms.

If __Optional__ – a minimum GPA of "3" (C+) is a prerequisite to the first work term and all subsequent work terms.

Minimum number of "credits OR courses OR academic terms" as a prerequisite to a first work term (please specify):

Other (please specify):

Indicate the eligibility of the Co-op or Internship work experience*

· Approval by the Co-op Department

· Student must complete CDEV-WPS (Career Development - Workplace Preparation Skills) prior to their first work term.

· A minimum GPA of "3.0" (C+) is a prerequisite to the first work term and all subsequent work terms.

· Completion of all courses.

Criteria for work placements and work terms

Work placements and work terms must conform to the current practices outlined by the Co-op Department. Current Co-op practices can be viewed on the intranet at **http://intranet/coop/index.php**

Generic Program Learning Outcomes for students pursuing the Co-op / Internship designation

In addition to the regular Program Learning Outcomes (LO), students admitted to work terms will be able to demonstrate learning in each of the following four areas:

NOTE - Within each school and with the guidance of the Co-op & Internship Coordinator, programs will develop specific LO's appropriate to the area of study which may be adapted by the student in conjunction with the Field Instructor relevant to the individual and workplace setting. Where programs offer multiple work terms, demonstrated expectations and evidence of progressive learning in each subsequent work term is needed. The examples below are provided for guidance only.

Occupational and workplace awareness *e.g. Students will be able to…*

Demonstrate knowledge of business objectives and processes used in a workplace setting;

Explain the duties and responsibilities associated with a given occupation or work role;
Identify challenges that may arise in given work situations, and propose appropriate responses that could be taken by a worker in the student's work role;

Academic/Technical learning *e.g. Students will be able to…*

Demonstrate learning related to the academic learning outcomes of the program
Articulate relationships between classroom topics and situations encountered in the field;

Students completing multiple work terms will demonstrate evidence of progressive learning with each successive work term.

Employability skills *e.g. Students will be able to…*

Demonstrate acquisition/improvement of Employability Skills (as defined by the Conference Board of Canada, SCANS, etc.), for example,

Communicate in ways and using methods appropriate to a professional environment
Think critically to solve problems, anticipate outcomes, use and organize information
Demonstrate appropriate workplace attitudes and behaviours (responsibility, accountability, initiative, trustworthiness, diligence, friendliness, empathy, etc.)
Teamwork: work effectively with others to achieve results;
Leadership: take initiative; justify ideas and positions; motivate others to succeed; deal with difficult situations; reduce conflict;
Technology: Use technology to solve problems and achieve results;
Social skills: Work within the culture of a group; work harmoniously with others;
Planning & resource management;

Self-awareness & professional development *e.g. Students will be able to…*

Describe insights into their own preferences, aptitudes, work habits, style of interaction, learning processes, etc. as revealed through cooperative work experience.

Plan a career development strategy that will incorporate learning, achievements, and contacts made through the field experience.

Completion requirements for the credential:

<u>Requirements for the Co-op designation</u>

To be eligible for the Co-op designation, students must

- satisfy all regular Program Completion Requirements, and
- satisfactorily complete a total amount of co-op work experience that is normally at least 30% of the time spent in academic study, but for programs of two years or less, the total amount may be a minimum of 25%, and
- minimum work term duration is 12 weeks and/or 420 hours (75% of the weeks in an academic term for the program, at 35 hrs/wk), and
- work experience must be paid (exceptions to this may be made by an exceptions committee and approved by the Director), and
- end their program on an academic term.

<u>Requirements for the Internship designation</u>

To be eligible for the Internship designation, students must

- satisfy all regular Program Completion Requirements, and
- complete 1 work term satisfactorily, and
- minimum work term duration is 300 hours, and
- program may <u>or</u> may not end on a work term

Special Notes: Students in this program may/may not complete more than the required minimum number of work terms for the respective designation (please specify): *

○ May

◉ May not

Camosun College   Academic Calendar 2025-26 Working Draft

Creative Writing (Certificate)

Visit Program Webpage

Total Credits:	30 +
Credential:	Certificate in Creative Writing
Program Code:	CRWR.CERT
CIP:	23.0501

Overview

Students in the Creative Writing Certificate Program will come face-to-face with the power and beauty of the written word. They will read, analyze, and write creative pieces in different genres – such as fiction, creative nonfiction, poetry, and scriptwriting – as well as gain exposure to the writing industry.

Students will be immersed in a supportive writing community where they can explore and reflect on their unique identity and culture as a means of developing their voice and discovering the most suitable literary modes through which to express themselves.

Classes combine theory and practice, lecture and workshop. Learning from experienced, published writers, students will explore their creativity, share their work, and engage in constructive feedback and revision. They will practice editing strategies, learn about publication processes, and develop a sense of what it would be like to have a career in the literary arts. They will have an opportunity to be published in Camosun's literary journal as well as to acquire hands-on experience in shaping imagination into audience-ready pieces, both in their own work and in that of their peers. They will learn how publishing houses operate and have opportunities to meet people working in the local writing community.

Graduates can apply their program credits to several Camosun College credentials or continue into Bachelor of Arts or Bachelor of Fine Arts programs across BC. Others may find employment in authorship, publishing, entertainment, media, or journalism. Their credential will attest to the effective writing skills that many employers value, as well as to enhanced creativity, oral communication, collaboration, and critical thinking. Students will also have material for a portfolio that can exhibit their best work to prospective academic institutions and/or employers.

Students have the option to participate in an internship so they can extend and apply their skills, earn a better understanding of the field, and receive support and mentorship in the creative writing field.

Admissions

One of:

C+ in [English 12](#)

C in [English 12 Camosun Alternative](#)

Learning Outcomes

Upon successful completion of this program, the learner will be able to

1. Distinguish the defining characteristics of at least two literary genres

2. Analyze the published works of diverse professional writers in order to identify their crafting techniques

3. Produce several pieces, in at least two genres, of creative writing

4. Identify different methods of conducting research and use research to give credibility to written pieces

5. Collaborate with peers by offering supportive and constructive criticism on each other's creative work to identify opportunities for improvement and to inform writing techniques

6. Identify areas for editorial revision (micro, macro, or stylistic) in one's own work as well as in the creative work of others, and, when appropriate, perform the required edits to meet professional publication standards in a range of employment settings

7. Identify various avenues for publication, production, and/or performance of creative literary pieces and strategies for sharing one's own writing in a public setting

8. Articulate the advantages and responsibilities of being an active participant in a writing community, both in the college setting and in the greater literary space

Curriculum

Year One

One of:

- [CRWR 150 - Introduction to Speculative Fiction](#) **Credits:** 3
- [CRWR 154 - Introduction to Fiction](#) **Credits:** 3
- [CRWR 157 - Fiction for Children and Youth](#) **Credits:** 3
- [CRWR 254 - Advanced Fiction](#) **Credits:** 3

One of:

- [CRWR 152 - Introduction to Creative Nonfiction](#) **Credits:** 3
- [CRWR 155 - Introduction to Personal Narrative](#) **Credits:** 3
- [CRWR 156 - Introduction to Poetry](#) **Credits:** 3
- [CRWR 158 - Introduction to Scriptwriting](#) **Credits:** 3

One of:

- [CRWR 160 - Editing](#) **Credits:** 3

- CRWR 162 - Publishing Credits: 3

All of:

- Two (2) additional Creative Writing (CRWR) courses **Credits**: 6

Two of:

- ENGL 151 - Academic Writing Strategies **Credits:** 3
- ENGL 161 - Literary Genres **Credits:** 3
- ENGL 163 - Intro to Literary Traditions **Credits:** 3
- ENGL 164 - Indigenous Literature **Credits:** 3

All of:

- Three (3) approved electives **Credits:** 9 *

Note:

*Any 100-level or higher course which must transfer to at least one post secondary college, institute, or university per the British Columbia Council of Admissions and Transfer guide at BC Transfer Guide.

Optional Program Credential Designation

Internship

All of:

- CDEV WPS - Workplace Preparation Skills **Credits:** 0
- CRWR 102 - Internship Work Experience 1 **Credits:** 6