

literature. Our focus on achieving a high level of competence in critical thinking, advanced literacy and communication skills further prepares majors for a wide range of careers, including law, medicine, business and other graduate programs.

- I. Required courses in the major—36 hours, including: LIT 240, 324, 334, 335, 491, 492; one course from LIT 325, 326, 327; one course from LIT 328, 346, 364, 369; one course from LIT 483, 485, 487, 489. In addition, students must choose one of the following options:
 - a) 6 additional hours in LIT at the 300-400-level; or
 - b) 3 hours of LIT courses at the 300-400 level, and at least 3 hours of creative writing. Note: LIT 340 cannot be used to fulfill either of these options.
- II. Required courses outside the major—None.
- III. Other departmental requirements—A two-part demonstration of competency in the discipline, including a written examination and senior thesis. Computer competency is demonstrated in LIT 491. Oral competency is demonstrated in LIT 492.

Impact:

The curriculum has been designed with sustainability in mind and has reduced the requirement by one course. In general, the shift from the 3 hour course to the 4 course means faculty can fulfill workload expectations more efficiently. Courses such as postcolonial literature, literary criticism and theory and American ethnic literatures have been taught over the past several years under a generic rubric, but are standard in the field.

We expect that the transitional period will be challenging as we try to offer enough of our old courses to fulfill the needs of our current majors and add new courses as the curriculum takes hold. We hope to limit our offerings of previous courses through mapping equivalencies whenever possible. While some of the new courses will demand new faculty preparation, others, such as LIT 240, offer a more generalist scope that should expand teaching opportunities in our existing faculty.

At this time we do not anticipate needing increased staffing to cover the changes in the curriculum.

Rationale:

This general curriculum revision responds to changing best practices and priorities on three general levels: changes in the profession, changes at the university level, and changes on a departmental level. In keeping with recommendations from the 2009 Modern Language Association White Paper or Teagle Report on the place of literature and language in the liberal arts tradition, we have increased our emphasis on skill based literacies and global literature. In response to the implementation of the ILS curriculum at UNC Asheville, we are formalizing our offerings in diversity-intensive classes. Finally and most significantly, the revisions reflect changes within the department itself. Over the past two years, the department has devoted multiple hours, meetings and retreats to refining our philosophy and identifying strengths and priorities for student learning and best practices. Several of the new courses also reflect expertise of more recent hires in the department.