

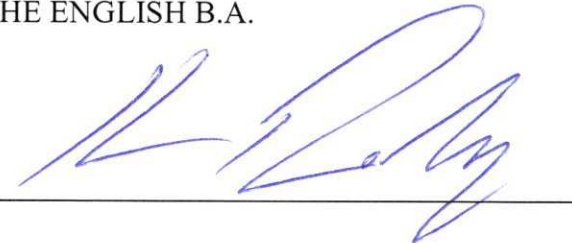
MEMORANDUM

TO: James Mower, Senate Chair
FROM: Havidán Rodríguez, President
DATE: April 9, 2019
SUBJECT: Senate Bill Approval

I am pleased to approve the following Senate Bill, which was recommended following approval by the University Senate at its meeting of March 25, 2018:

Senate Bill 1819-12: PROPOSAL TO ESTABLISH A WRITING CONCENTRATION WITHIN THE ENGLISH B.A.

Approved: _____



Havidán Rodríguez, President

UNIVERSITY SENATE

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Undergraduate Academic Council
University Policy and Planning Council

Date: March 25, 2019

Proposal to Establish a Writing Concentration within the English B.A.

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached program proposal as submitted by the Department of English and approved by UAC and UPPC
2. That this takes effect for the Fall 2019 semester.
3. That this proposal be forwarded to President Havidán Rodríguez for approval.

University at Albany – State University of New York			
College of Arts and Sciences		Course and Program Action Form	
		Proposal No. <u>18-136</u>	
Please check one: <input type="checkbox"/> Course Proposal <input checked="" type="checkbox"/> Program Proposal			
Please mark all that apply:			
<input type="checkbox"/> New Course	Revision of:	<input type="checkbox"/> Number	<input type="checkbox"/> Description
<input type="checkbox"/> Cross-Listing		<input type="checkbox"/> Title	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Shared-Resources Course		<input type="checkbox"/> Credits	
<input type="checkbox"/> Deactivate/Activate Course (boldface & underline as _____)		<input checked="" type="checkbox"/> Other (specify): <u>Concentration within major</u>	
Department: <u>English</u>		Effective Semester, Year: <u>Fall 2019</u>	
Course Number Current: _____ New: _____ Credits: _____			
Course Title: _____			
Course Description to appear in Bulletin:			
Degree Requirements for the Major in English with Concentration in Writing (36 credits): Within the requirements for the English major, completion of the following courses constitute fulfillment of the writing concentration:			
<ul style="list-style-type: none"> • AENG 240z American Experiences (3 credits) • 6 credits from the following writing courses: AENG 300 Expository Writing, AENG 302 Creative Writing, AENG 309 Professional Writing, or AENG 402 Advanced Writing Workshop • 3 credits from the following courses on writing: AENG 306 Literary Publication: History and Practice, AENG 350 Contemporary Writers at Work, AENG 360 Tutoring & Writing, or AENG 450 Topics in Writing Studies 			
Additional courses may be designated as fulfilling either the writing course or course on writing designations above on a semester-by-semester basis. Please consult the department's online course descriptions.			
Prerequisites statement to be appended to description in Bulletin:			
If S/U is to be designated as the only grading system in the course, check <input type="checkbox"/>			
This course is (will be) cross listed with (i.e., CAS ###): _____			
This course is (will be) a shared-resources course with (i.e., CAS ###): _____			
Explanation of proposal: (Undergraduate Course/Program proposals: please address the effect on the department's General Education competency plan)			
The proposed Writing Concentration allows students to explore writing in its multi-faceted dimensions as a rhetorical and a poetic activity, skill, practice, object of study, and art. This proposal is an innovative updating of a Writing Sequence within the English major that previously was popular among students. It is designed to enrich the undergraduate experience through extended treatment of the process of writing and of the rhetorical and artistic aspects of writing and provide students with a credential indicating extensive training in writing. AENG 240z American Experiences, provides students who elect this concentration with a common starting point for this work in a course focused on student-driven creative and critical writing projects. This course satisfies students' Challenges in the 21 st Century general education requirement and gives students a needed background in navigating the cultural challenges and rewards associated with writing in a diverse society. English majors may enroll in the Writing Concentration or minor in Creative Writing, but not both.			
Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:			
Theater, Communication, and Journalism (see correspondence attached to CIF)			
If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be			
Chair of Proposing Department (TYPE NAME)		Administrative Manager or Department Secretary (TYPE NAME) Date	
Charles Shepherdson		Liz Lauenstein 09/07/2018	
Approved by Chair(s) of Departments having cross-listed course(s) [Copy of e-mail approval(s) on following page.] Date		Dean of College Date	
		Kathleen Gersowitz 10/15/18	
Chair of Academic Programs Committee Date		Dean of Undergraduate or Graduate Studies Date	
Oliver Elison Timm 10/10/18			

Existing Degree Requirements for the Major in English (36 credits)

- 9 credits from required courses: A ENG 205Z, 210, 305V
- 6 credits from the following literature surveys: A ENG 261, 291, 292, 295, or 297
- 3 credits from 200 to 400 level courses*
- 12 credits from 300 to 400 level courses
- 6 credits from 400 level courses

* * * * *

Proposed Degree Requirements for the Major in English, Writing Concentration (36 credits*)

- 9 credits from required courses: A ENG 205Z, 210, 305V
- 3 credits from AENG 240z American Experiences
- 6 credits from the following literature surveys: A ENG 261, 291, 292, 295, or 297
- 6 credits from the following writing courses: AENG 300 Expository Writing, AENG 302 Creative Writing, AENG 309 Professional Writing, or AENG 402 Advanced Writing Workshop
- 3 credits from the following courses on writing: AENG 306 Literary Publication: History and Practice, AENG 350 Contemporary Writers at Work, AENG 360 Tutoring & Writing, or AENG 450 Topics in Writing Studies
- 9 credits from 300 to 400 level courses

*6 of these 36 credits must be at the AENG400 level

(We would like the DARS Audit to include a credit check for 6 AENG 400 level credits.)



When submitting a program proposal please submit this form to indicate the resource implications of the proposal.

Proposal Title: _____

College or School _____ **Department** _____

Program Director or Sponsor _____ **Email** _____

Action Category Program Proposal Does this proposal include any space resource implications? Approx. sq. ft. needed: _____ Yes
 Other (describe) No

Action Type New Does the Office of Financial Aid identify this as a **Gainful Employment Program (GEP)**? Yes
 Revision No
 Deactivation
 Other (describe)

Brief Description of Proposal: *(attach additional pages if necessary)*



Is there an impact on other service units? Please attach documentation that you have consulted with each unit listed below:

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	ITS
<input type="checkbox"/>	<input type="checkbox"/>	University Library
<input type="checkbox"/>	<input type="checkbox"/>	Scientific Core Facilities
<input type="checkbox"/>	<input type="checkbox"/>	Other services (i.e., parking, facilities, security), please list:

Is there an impact on other academic programs? Please list all academic departments consulted regarding impact and attach documentation.

Faculty and Staff *(attach additional pages if necessary)*

(a) Describe new faculty hiring needed during the next 3 years

(b) Explain how program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available support staff.

Program Expenses

List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation.

Program Expense Categories	Expenses (in dollars)					
	Prior to implementation	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
<i>(a) Personnel (including faculty and all others)</i>						
<i>(b) Library</i>						
<i>(c) Equipment</i>						
<i>(d) Laboratories</i>						
<i>(e) Supplies</i>						
<i>(f) Capital Expenses</i>						
<i>(g) Student stipends or scholarships</i>						
<i>(h) Other (specify):</i>						
Sum of Rows Above	\$	\$	\$	\$	\$	\$

Explanatory Notes (add additional pages as needed):



APPROVALS

Department Chair _____
Department Chair Date

Dean _____
Dean Date

UPPC Chair _____
UPPC Chair Date

- It is the sponsoring department’s responsibility to request and attach all required documentation and to obtain all required signatures (with the exception of the chair of UPPC’s) **before** presenting the documentation.
- Completed forms should be sent to the **Office of Undergraduate Education**, the **Office of Graduate Education**, or **both** as appropriate.
- When the Chair of UPPC has received the proposal from the appropriate office(s), s/he will notify you that it has been placed on the UPPC agenda and invite you to attend the meeting.

Wilder, Laura

From: Kash, Karla J
Sent: Thursday, September 6, 2018 1:12 PM
To: Wilder, Laura
Subject: English Concentration in writing

Hi Laura,

As the director and producer of Theatre, I do not see any conflict between English's proposal for a writing concentration and our program and am excited to see how we may be able to collaborate more in the future.

Best,
Karla

Karla Kash
University at Albany, SUNY
Associate Professor, Director/Producer of the Theatre Program
1400 Washington Ave.
PAC 262A
Albany, NY 12222
518.442.4201
www.karlakash.com

Union Affiliations- Actors Equity Association, Society of Stage Directors and Choreographers and Society of American Fight Directors

"If you want to work on your art, work on your life"- Chekhov

From: [Roberts, Nancy](#)
To: [Golden, Annis G](#); [Wilder, Laura](#)
Subject: Re: proposal for a Writing Concentration in English.
Date: Friday, August 24, 2018 8:29:29 PM

Laura,

My apologies, also, for the delay in responding. Like Annis, I also don't see a conflict or concern relative to the bachelor's degree in journalism and wish you much success in this endeavor.

Best regards,

Nancy

Nancy L Roberts

Director and Professor,

Journalism Program,

Communication Department

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From: Golden, Annis G <agolden@albany.edu>
Sent: Friday, August 24, 2018 6:58 PM
To: Wilder, Laura; Roberts, Nancy
Subject: RE: proposal for a Writing Concentration in English.

Dear Laura,

Please accept my apologies for the delay in responding. I do not have any concerns with this proposal in relation to the BA in Communication. However, although the Journalism Program is now under the umbrella of the Communication Department, I defer to Nancy Roberts as Program Director to say whether she has any concerns about your proposal in relation to the BA in Journalism.

Best regards,

Annis

Annis G. Golden, Ph.D.

Associate Professor and Chair, Dept. of Communication

Research Associate, Center for Elimination of Minority Health Disparities

University at Albany, SUNY - SS339

518.442.4879

agolden@albany.edu

From: Laura Wilder [mailto:lwilder@albany.edu]
Sent: Thursday, August 23, 2018 2:14 PM
To: Roberts, Nancy <nroberts@albany.edu>; Golden, Annis G <agolden@albany.edu>
Subject: Re: proposal for a Writing Concentration in English.

Dear Professors Roberts and Golden,

I am writing to kindly request a response, however brief, to my email below of July 13. As part of the application process to propose this new concentration in the English major, we need to show evidence that we consulted with potentially affected departments & programs. I may have been clumsy and unclear in my request for a reply earlier, but if you could please provide one now, I would be grateful. You can indicate your potential concerns or state that at this juncture you do not have any.

Thanks very much.
Regards,
Laura Wilder

On Fri, Jul 13, 2018 at 3:35 PM Laura Wilder <lwilder@albany.edu> wrote:

Dear Professors Roberts and Golden,

I am writing out of a desire to inform you about and consult with you on plans for proposing a Concentration in Writing which we are developing in the Department of English. As a bit of background, our proposal actually asks to bring back something similar to the Writing Sequence which English had in the 1990s. Like that old sequence, the writing concentration brings together the study and practice of creative writing and rhetorical writing in a series of courses taught by faculty with expertise in creative writing and/or rhetoric and composition. Students interested in the concentration fulfill all the current requirements for the English major and then some additional requirements from a selection of writing courses or courses on the topic of writing (writing research and theories of writing). I paste below more details about our proposal at this draft stage. I am contacting you both because your program and department can of course be seen to have some degree of overlap with the broad topics this proposed concentration engages. I thus wanted to inform you of this plan and ask if you foresee any potential impact on your own programs. I can assure you that while writing and rhetoric from a broad view are areas where we overlap (and often, I would say having students from your programs in my own classes, in productive ways), our proposal focuses on genres of writing and an area of research and scholarship that is unique to English studies.

I do hope you will let me know if you have any questions or concerns. As part of the application process for developing our proposal, we are required to consult with academic programs which could potentially be impacted by our proposal. While the distinctions I tried to quickly overview above indicate to me that there should be no impact on your programs, I rightly should not be the sole person to determine this. Thus I would appreciate your reply with and concerns and with your sense of any potential impact on your programs. Kathy Gersowitz similarly sensed such impact would not be an issue, but she encouraged me to reach out to inform and solicit input from you nonetheless.

Thanks very much! (details or proposal below)

Best regards,
Laura

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Laura Wilder
Associate Professor
Director of Undergraduate Studies

Department of English
University at Albany, SUNY
HUM 349
1400 Washington Ave.
Albany, NY 12222
(518) 442-408

Proposed Structure of the New Writing Concentration within the English Major

Fulfill All Degree Requirements for the Major in English (36 credits):

- 9 credits from required courses: A ENG 205Z, 210, 305V
- 6 credits from the following literature surveys: A ENG 261, 291, 292, 295, or 297
- 3 credits from 200 to 400 level courses
- 12 credits from 300 to 400 level courses
- 6 credits from 400 level courses

Within the above requirements for the English major, completion of the following courses constitute fulfillment of the writing concentration:

- AENG 240z American Experiences (3 credits)
- 6 credits from the following writing courses: AENG 300 Expository Writing, AENG 302 Creative Writing, AENG 309 Professional Writing, or AENG 402 Advanced Writing Workshop
- 3 credits from the following courses on writing: AENG 306 Literary Publication: History and Practice, AENG 350 Contemporary Writers at Work, AENG 360 Tutoring & Writing, or AENG 450 Topics in Writing Studies

Additional courses may be designated as fulfilling either the writing course or course on writing designations above on a semester-by-semester basis.

Rationale

Benefits for students:

This proposal is an innovative updating of a Writing Sequence within the English major that previously was popular among students. It is designed to enrich the undergraduate experience through extended treatment of the process of writing and of the rhetorical and artistic aspects of writing. The concentration also supports students' exploration of the dynamics of working *with* writers as editors, tutors, and teachers. It is the undergraduate complement to our graduate concentration in Writing Practices, which productively brings together the subfields of creative writing and rhetoric and writing studies.

AENG 240z American Experiences, currently the only 200-level writing intensive English course, provides students who elect this concentration with a common starting point for this work in a course focused on student-driven creative and critical writing projects. This course satisfies students' Challenges in the 21st Century general education requirement and gives students a needed background in navigating the cultural challenges and rewards associated with writing in a diverse society.

This proposal allows English majors who select from an array of electives that emphasize the practice and theory of writing to indicate on their transcripts this emphasis on writing. The concentration will thus serve as a professional credential for graduates, as repeated and varied practice in writing and understanding of theories of writing are desired by employers and professional graduate programs.

The proposed Writing Concentration allows students to explore writing in its multi-faceted dimensions as a rhetorical and a poetic activity, skill, practice, object of study, and art. The English major's required core courses and survey courses as well as the 9 hours of electives students pursuing this sequence must take are vital in supporting this sustained exploration of writing.

Feasibility:

Like the new creative writing minor, this proposal draws attention to existing and regularly offered English courses, making implementation of the proposal possible immediately. Multiple sections of A ENG 240z (4-12 sections), A ENG 302 (4 sections), and AENG 309 (2-3 sections) are offered every semester. All the other courses named as options are offered at least once every year, and many once every semester (such as A ENG 350 and A ENG 402). Students will have options in terms of topics and available days/times in selecting course to fulfill the requirements of this concentration. Should students set out to fulfill the new Writing Concentration but later change their minds, they may still pursue the general English major.

--

Laura Wilder
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