

**UNIVERSITY SENATE  
UNIVERSITY AT ALBANY  
STATE UNIVERSITY OF NEW YORK**

Introduced by: Graduate Academic Council  
University Planning & Policy Council

Date: May 9, 2014, 2014

**PROPOSAL TO ESTABLISH A GRADUATE CERTIFICATE PROGRAM IN  
ENGLISH STUDIES**

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached proposal to establish a Graduate Certificate Program in English Studies as approved by the Graduate Academic Council and University Planning & Policy Council.
2. That this proposal be forwarded to the President for approval.



April 23, 2014

TO: Susan Phillips, Provost  
Kevin Williams, Vice Provost and Graduate Education Dean

FROM: Edelgard Wulfert, Dean, College of Arts and Sciences

RE: Certificate in English Studies

Attached please find a proposal from the Department of English to create a **Certificate in English Studies**. The Certificate in English Studies (CES) may be completed in three areas: Certificate in Global English Studies, Certificate in Writing Practices, and Certificate in American Literature and Culture. The program will be open to all English MA students and will provide an opportunity for specialization in one of the three areas above. In addition to ENG MA students, we believe this certificate program will also be of great interest to students in the Masters in Secondary School Education (MSSE), program as well as to practicing teachers, as it will provide an additional credential not widely available in an increasingly competitive environment.

This graduate level certificate is designed to provide a competitive advantage in recruitment for both the English MA and MSSE programs. The proposal has been developed in a resource neutral manner and in consultation with the chair of the Department of Educational Theory and Practice.

Please let me know if you have any questions.

cc: Jon Bartow, Graduate Education Vice Dean  
Randall Craig, English Department Chair  
Kathleen Gersowitz, Assistant Dean

November 7 2013

Edelgard Wulfert  
Dean, College of Arts and Sciences  
AS 217

Dear Elga:

I am submitting for formal approval a proposal to establish a certificate program in English Studies. This program is open to all English M.A. students but will be of particular interest to students enrolled in the Masters in Secondary School Education program (MSSE). The former group will now be able to identify an area of specialization within our Master's program; the latter will have an additional credential to complement their education degree. The certificate will also be attractive to some already in secondary education or related fields who wish to obtain an additional credential either for personal enrichment or professional development. Finally, it is our hope that students not already in the English M.A. program will be encouraged by their experience in the certificate program to continue on for a Master's in English.

The proposed certificate in English Studies for secondary school teachers of English and students enrolled in the MSSE program would offer an opportunity for advanced study in the discipline of English that is currently not widely available. Typically MS programs in English Education require students to take no more than three classes in the content area of English studies to complete their degrees. For example, the MS programs in English Education at Binghamton and Buffalo require three courses in English, while the programs at NYU Steinhardt and Syracuse require none. Currently, UAlbany's program in secondary education, which requires two courses in the content area, is situated in the middle of peer institutions in the state. This certificate would offer something that is not available elsewhere, and would distinguish UAlbany's MSSE as a program where achieving advanced expertise in English Studies was not only desirable but also possible.

By offering further expertise in their content area, this certification would place secondary school teachers of English at an advantage in a competitive job market, at the same time that it would help current teachers to address the curricular changes brought by the adoption of the Common Core State Standards in 2011. The Common Core State Standards in English Language Arts and Literacy aim to prepare secondary school students for college and careers by setting standards for writing, reading comprehension, and critical thinking, in part by designating a core set of texts that meets a designated level of complexity and quality. The authors and works that are currently listed by the state as exemplary of the quality and complexity required by the common core also form the core of most of the graduate courses in English. A quick survey of the attached syllabi shows that our graduate courses in British, American, and global English (such as Anglophone Caribbean) literature provide advanced study of precisely those authors and works that secondary school teachers will be expected to master. Furthermore, our courses in rhetoric and composition studies will help train teachers in the skill set that the common core is designed to address -- the pedagogy of literacy, critical thinking, and writing.

This proposal has been developed in consultation with the chair of the Department of Educational Theory and Practice, Arthur Applebee, whose letter of endorsement is attached. A certificate program in English Studies will assist ETAP in recruiting the strongest and most highly motivated students to their program; we believe that it will also help to increase our own M.A. enrollments. It will do so without requiring any additional resources.

Please do not hesitate to contact me if there are any questions. Jennifer Greiman, Director of Graduate Studies, and I are happy to discuss this proposal at any level of administrative or governance review. We hope that this important addition to the Ph.D. program at Albany can be put in place as soon as possible.

Sincerely,

Randall Craig  
Professor and Chair

University at Albany – State University of New York	
<b>College of Arts and Sciences</b>	<b>Course and Program Action Form</b>
<b>Proposal No.</b> 14-049	
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 appropriate)	<input checked="" type="checkbox"/> Other (specify): <u>Certificate in English Studies</u>
Department: <u>English</u>	Effective Semester, Year: <u>Fall 2014</u>
Course Number Current: _____ New: _____ Credits: _____	
Course Title: _____	
Course Description to appear in Bulletin:	
No changes.	
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 here: <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:	
The Department of English proposes a new option for students interested in graduate study. The Certificate in English Studies (CES) may be completed in three areas: Certificate in Global English Studies, Certificate in Writing Practices, and Certificate in American Literature and Culture. The certificate program is intended specifically for secondary school teachers of English but is open to all interested students.	
Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:	
None.	
<i>If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:</i>	
Chair of Proposing Department (TYPE NAME)	Assistant to Chair or Department Secretary (TYPE NAME) Date
Randall Craig	Liz Lauenstein 02/06/2014
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
	Edelgard Wulfert 4/23/14
Chair of Academic Programs Committee Date	Dean of Undergraduate or Graduate Studies Date
Marlene Belfort 4/9/14	

## **Proposal for Certificate Programs in English Studies**

### **Introduction**

The Department of English proposes a new option for students interested in graduate study. The Certificate in English Studies (CES) may be completed in three areas: Certificate in Global English Studies, Certificate in Writing Practices, and Certificate in American Literature and Culture. The certificate program is intended specifically for secondary school teachers of English but is open to all interested students.

### **Rationale**

Students in secondary schools deserve instruction from teachers thoroughly trained in the disciplines in which they have been certified. One way of encouraging prospective teachers of English to obtain more advanced training in rhetoric and composition, literary analysis, literary history, and related fields is to offer a certificate program in English. For example, students in UAlbany's teacher training programs are required to take any two courses of their choosing in their content areas. By adding a graduate certificate option, we can provide students with a specialization in a particular field of English Studies.

In addition to meeting the general goal of improved instruction in English, the Certificate in English Studies would provide UAlbany graduates with an additional credential, one that would place them in an advantageous position in the highly competitive field of secondary school instruction in the humanities.

The Certificate in English is intended primarily but not exclusively for secondary school teachers. It would also serve as a useful professional credential for anyone engaged in education or related professional fields.

### **Curriculum**

The English Department proposes to offer three certificate programs, coinciding with disciplinary clusters in its doctoral program: Certificate in Global English Studies; Certificate in Writing Practices; and Certificate in American Literature and Culture.

Each certificate program consists of 20 credits of graduate coursework, 8 of which could be satisfied by the Content Area Coursework required for the MSSE. The credits would be distributed as follows:

- English 500 (4 credits)
- Four courses in the primary field of study (16 credits). (These courses would be chosen in consultation with the Director of Graduate Studies, who would have to approve them for the specific certificate program.)

With the permission of the Director of Graduate Studies, students may receive credit toward the Certificate for one course taken at another institution or in another department of the University at Albany.

## **Faculty Credentials and Course Responsibilities**

All courses will be taught by faculty of the English Department, which currently offers both a Master's and a Ph.D. program. Instructors of record are responsible for all class instruction, office hours, and advising/mentoring pertaining to the class itself.

## **Admission and Advisement**

All students admitted to the University at Albany's MSSE or MA in English programs are considered qualified to enroll in the Certificate in English Studies program.

All other prospective CES students must submit an application to the Office of Graduate Studies. Applications will be accepted at any time, and students will be admitted for the first possible semester after the application has been approved by the Graduate School and the Department of English. A completed application will consist of: transcripts of all previous undergraduate and graduate work, three letters of reference, a statement of purpose, and a writing sample or samples of about twenty pages.

Students in the Certificate in English Studies program are encouraged to apply to the Master's program in English. Current University regulations allow up to 9 credits to count toward both the MSSE and the Master's in English. The additional 12 credits taken to complete the Certificate in English Studies may be applied to the degree requirements for the MA in English. Students who complete the certificate program, therefore, would need an additional 12 credits (including either ENG 698 or ENG 699 and at least one other course numbered 600 or above).

Each student will be advised by the Director of Graduate Study or his/her designee prior to beginning of every semester in which courses will be taken. All coursework must be approved in advance as counting toward the certificate sought by the student.

## **Resources and Support Programs**

Students in certificate programs will have full access to all resources and support programs currently available to graduate students in English. In addition, we propose a joint committee of faculty in the Department Educational Theory and Practice and the Department of English responsible for overseeing and making recommendations on all matters related the certificate program.



School of Education  
Department of Educational Theory

August 22, 2013

To: Randall T. Craig  
Department of English

From: Arthur N. Applebee  
ETAP

Re: Certificate of English Studies

I am pleased to offer the support of the Department of Educational Theory & Practice for the proposed Certificate of English Studies. The certificate program will offer students in our teacher education program an additional and helpful qualification, better preparing them for their work as secondary school teachers and, not incidentally, making them even more competitive in the current job market.

We look forward to working with the Department of English as these programs are implemented.

A handwritten signature in black ink, appearing to read "Arthur N. Applebee". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Education 122  
Albany, New York 12222  
PH: 518-442-5020 FX: 518-  
442-5008  
[www.albany.edu](http://www.albany.edu)



# New Program Proposal: Certificate or Advanced Certificate Program Form 2C

This form should be used to seek SUNY’s approval and the State Education Department’s (SED) registration of a proposed new academic program leading to a certificate (undergraduate) or an advanced certificate (graduate). Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a **signed cover letter and this completed form** (unless a different form applies<sup>1</sup>), which should include **appended items** that may be required for Sections 1 through 3 and Section 10 of this form to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). The completed form and appended items should be sent as a single, continuously paginated document.<sup>2</sup> Guidance on academic program planning is available at [http://www.suny.edu/provost/academic\\_affairs/app/main.cfm](http://www.suny.edu/provost/academic_affairs/app/main.cfm).

## Table of Contents

**NOTE:** Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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<sup>1</sup>Use a different form if the proposed new program will lead to a degree; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

<sup>2</sup>This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.



Section 1. General Information	
Item	Response ( <i>type in the requested information</i> )
a) Institutional Information	Date of Proposal: January 24, 2014
	Institution's <a href="#">6-digit SED Code</a> : <b>210500</b>
	Institution's Name: University at Albany
	Address: 1400 Washington Ave., Albany, NY 12222
	Dept of Labor/ <a href="#">Regent's Region</a> : Capital Region
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus <a href="#">6-digit SED Code</a> ): 210500
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites or extension centers</a> ) where courses will offered, <b>or check here [ x ] if not applicable:</b>
c) Proposed Program Information	Program Title: Certificate in English Studies
	<a href="#">Award(s)</a> (e.g., Certificate): Certificate
	Number of Required Credits: Minimum [ 20 ] If tracks or options, largest minimum [   ]
	Proposed <a href="#">HEGIS Code</a> : 1501, 1502, 1599 (Writing Practices)
	Proposed 6-digit <a href="#">CIP 2010 Code</a> : 23.1402, 23.1404, 23.1301
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED <a href="#">professional licensure title(s)</a> <sup>3</sup> to which the program leads:
d) Contact Person for This Proposal	Name and title: Randall Craig, Chair, Department of English
	Telephone: 442-4056 E-mail: rcraig@albany.edu
e) Chief Executive or Chief Academic Officer Approval	<b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.</b>
	Name and title: Randall Craig, Professor and Chair, Department of English, UAlbany
	Signature and date: Randall Craig (2/6/14)
	<b>If the program will be registered jointly<sup>4</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>
Partner institution's name and <a href="#">6-digit SED Code</a> :	
Name and title of partner institution's CEO:	
Signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):	

Version 2013-10-17

<sup>3</sup> If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

<sup>4</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Section 2. Program Information

### 2.1. Program Format

Check all SED-defined [format, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):**  Day  Evening  Weekend  Evening/Weekend  Not Full-Time
- b) **Modes:**  Standard  Independent Study  External  Accelerated  Distance Education  
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).*
- c) **Other:**  Bilingual  Language Other Than English  Upper Division  Cooperative  4.5 year  5 year

### 2.2. Related Degree Programs

All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution (with the possible exception of post-doctoral certificates in health-related fields). Indicate the registered degree program(s) by title, award and five-digit SED Inventory of Registered Programs (IRP) code to which the credits will apply:

Master of Arts in English, University at Albany 89052, 84498. 02998

### 2.3 Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The Certificates English Studies enable Master's level students to obtain a specialization in one of three areas of study: American Literature and Culture, Global English Studies, or Writing Practices.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The education goal of the certificate is to establish areas of specialization for Master's level students. The career objective is to assist Master's of Arts students in the Department of English and Master's of Science in Secondary Education students in the Department of Educational Theory and Practice to become high school teachers. Designated specializations and the additional credential in a disciplinary specialization will significantly enhance their teaching credentials. The learning outcomes include: knowledge of the field of study, familiarity with the most recent research in that field and additional experience in critical and/or creative writing.

- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

The program will advance the University's mission and fulfill its strategic goals. A key part of the University's strategic plan is "to advance excellence in graduate education in support of the University's reputation, role, and stature and the preparation and competitiveness of graduates." The Certificate in Teaching Writing will fulfill this goal.

- d) How were faculty involved in the program's design?

Faculty in the Department of English, the Department of Educational Theory and Practice, and the Writing and Critical Inquiry Program were involved in planning and drafting this proposal. The proposal was approved by the faculty and chairs

of both departments prior to submission to a campus review bodies.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the profession](#), **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

Does not apply.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5			
2	3			
3	3			
4	3			
5	3			

Anticipated enrollments are based primarily upon the numbers of new students admitted to the MSSE program in English by the School of Education. Anticipated enrollments for year two and after will be smaller since we anticipate that the certificate will be of interest to students just beginning coursework. We are not able to gage how many certified teachers may wish to return for a Certificate in English Studies. That population and two other potential pools of students may increase these numbers: 1) Students in the MA program in the Department of English may opt to obtain a certificate of one the three areas. Students in other professions, who might wish to receive an additional employment credential.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements, but do not list each General Education course.

Each certificate program consists of 20 credits of graduate coursework, 8 of which could be satisfied by the Content Area Coursework required for the MSSE. The remaining 12 credits would be distributed as follows:

- English 500 (4 credits)
- Four additional courses (500 or above) in the primary field of study (16 credits). (These courses would be chosen in consultation with the Director of Graduate Studies, who would have to approve them for the specific certificate program.)

h) Program Impact on SUNY and New York State

h)(1) **Need:** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Students in secondary schools deserve instruction from teachers thoroughly trained in the disciplines in which they have been certified. One way of encouraging prospective teachers of English to obtain more advanced training in rhetoric and composition, literary analysis, literary history, and related fields is to offer a certificate program in English. For example, students in UAlbany’s teacher training programs are required to take any two courses of their choosing in their content areas. By adding a graduate certificate option, we can provide students with a specialization in a particular field of English Studies.

In addition to meeting the general goal of improved instruction in English, the Certificate in English Studies would provide UAlbany graduates with an additional credential, one that would place them in an advantageous position in the highly competitive field of secondary school instruction in the humanities.

The Certificate in English is intended primarily but not exclusively for secondary school teachers. It would also serve as a useful professional credential for anyone engaged in education or related professional fields.

There is no program of the kind at UAlbany nor at area colleges. Area MAT programs have varying content area requirements. This certificate exceeds those minimum requirements and recognizes that accomplishment with a certificate.

h)(2) **Employment:** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form. As appropriate, address how the program will respond to evolving federal policy on the “gainful employment” of graduates of certificate programs whose students are eligible for federal student assistance.

Employer	Need: Projected positions	
	In initial year	In fifth year
Secondary Schools		
Community Colleges		

h)(3) **Similar Programs:** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic](#)

*Program Dashboards.* Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from *SED’s Inventory of Registered Programs.*

Institution	Program Title	Degree	Enrollment

**h)(4) Collaboration:** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

No.

**h)(5) Concerns or Objections:** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

**2.4. Admissions**

**a)** What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.

The program is open to all students who have been admitted either to the MSSE program in the Department of Educational Theory and Practice or to the MA program in the Department of English.

**b)** What is the process for evaluating exceptions to those requirements?

The Director of Graduate Study and the Graduate Admissions Committee will evaluate all requests for exceptions. When necessary, s/he will consult the chair of the Department of Educational Theory and Practice.

**c)** How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

The Department actively recruits applications from students in historically underrepresented groups. The availability of a certificate program of this kind should assist this effort.

## 2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Each student will be advised by the Director of Graduate Study or his/her designee prior to beginning of every semester in which courses will be taken. Students in certificate programs will have full access to all resources and support programs currently available to graduate students in English. In addition, we propose a joint committee of faculty in the Department Educational Theory and Practice and the Department of English responsible for overseeing and making recommendations on all matters related the certificate program.

## 2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [ x ] if not applicable.**

## 2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

Assessment will be ongoing throughout the students' enrollment in the program. The Department tracks the placement rates of graduates and will have some indication of the success of this program in placing graduates in teaching positions.

## Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** to show how a typical student may progress through the program.

**NOTE:** *For an undergraduate certificate program, the [SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs](#) must show **all curricular requirements and the number of terms required to complete them**. Certificate programs **are not required** to conform to SUNY's and SED's policies on credit limits, general education, transfer and liberal arts and sciences.*

### EXAMPLE FOR ONE TERM: Sample Program Schedule for Certificate Program

Term 2: Fall 20xx			
Course Number & Title	Cr	New	Prerequisite(s)
ACC 101 Principles of Accounting	4		
MAT 111 College Mathematics	3		MAT 110
CMP 101 Introduction to Computers	3		
HUM 110 Speech	3	X	
ENG 113 English 102	3		
Term credit total:	16		

**NOTE:** *For a graduate advanced certificate program, the [SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs](#) must include all curriculum requirements. The program is **not required** to conform with the graduate program expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#).*

- a) If the program has fewer than 24 credit hours, or if the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

There is no impact on aid eligibility.

- b)** For each existing course that is part of the proposed undergraduate certificate or the graduate advanced certificate, append, at the end of this form, a catalog description.

Catalogue descriptions are appended.

- c)** For **each new course** in the certificate or advanced certificate program, **append a syllabus** at the end of this document.

No new courses are being proposed for this certificate.

- d)** If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction form](#) at the end of this document.







**Program Totals (in credits):**

**Total  
Credits: 20**

## Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 55.2\(b\) of the Regulations of the Commissioner of Education](#).*

- c) What is the institution's definition of "full-time" faculty?

All faculty in this program are full-time tenure track faculty, who teach two courses per semester.

**SUNY Faculty Table**

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Richard Barney, Associate Professor	25%	500, 581, 582, 681, 682	Ph.D.	English	
Bret Benjamin, Associate Professor	25%	660	Ph.D.	English	
Jeffrey Berman, Professor	25%	500, 581, 582, 681, 682	Ph.D.	English	
Tamika Carey, Assistant Professor	25%	521, 522, 621, 661, 685,	Ph.D.	English	
Patricia Chu, Assistant Professor	25%	500, 581, 582, 680, 681	Ph.D.	English	
Thomas Cohen, Professor	25%	500	Ph.D.	English	
Randall Craig, Professor	25%	500, 581, 582, 680	Ph.D.	English	
Teresa Ebert, Professor	25%	500	Ph.D.	English	
<b>Full Time Faculty</b>					
Erica Fretwell, Assistant Professor	25%	500, 581, 582, 680, 681	Ph.D.	English	
Helen Elam, Associate Professor	25%	500, 581, 582, 680, 681	Ph.D.	English	
Jennifer Greiman, Associate Professor	25%	500, 581, 582, 680, 681	Ph.D.	English	
Glyne Griffith, Associate Professor	25%	500, 581, 582, 661, 680, 681	Ph.D.	English	
Mike Hill, Associate Professor	25%	500, 581, 582, 680, 681	Ph.D.	English	
Eric Keenaghan, Associate Professor	25%	500, 581, 582, 680, 681	Ph.D.	English	
Kir Kuiken, Assistant Professor	25%	500, 581, 582, 680, 681	Ph.D.	English	
James Lilley, Assistant Professor	25%	500, 581-2,			

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
		581-2			
Ineke Murakami, Associate Professor	25%	581-2, 681-2	Ph.D.	English	
Thomas Noel, Assistant Professor	25%	515	Ph.D.	English	
Stephen North, Professor	25%	500	Ph.D.	English	
Martha Rozett, Professor	25%	581-2, 681-2	Ph.D.	English	
Edward Schwarzschild, Associate Prof	25%	515	Ph.D.	English	
Derik Smith, Assistant Professor	25%	661	Ph.D.	English	
Paul Stasi, Assistant Professor	25%	581-2, 681-2	Ph.D.	English	
Laura Wilder, Associate Professor	25%	512-2, 621-2	Ph.D.	English	
Carolyn Yalkut	25%	517, 518	Ph.D.	English	
<b>Part 2. Part Time Faculty</b>					
Lynne Tillman	50%	516	B.A.	English	

**Section 5. Financial Resources and Instructional Facilities**

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

No new faculty or resources are needed for this certificate program.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. 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. Include explanatory notes as needed.

**SUNY Program Expenses Table**

*(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)*

Program Expense Categories	Expenses (in dollars)					
	Before Start	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) Other (Specify):</i>						
<b>(h) Sum of Rows Above</b>						

No new resources are needed for this program.

**Section 6. Library Resources**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

**Section 7. External Evaluation**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

**Section 8. Institutional Response to External Evaluator Reports**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

**Section 9. SUNY Undergraduate Transfer**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

**Section 10. Application for Distance Education**

- a) Does the program’s design enable students to complete 50% or more of the course requirements through distance education? [ x ] No [ ] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program’s design enable students to complete 100% of the course requirements through distance education? [ x ] No [ ] Yes

**Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization**

*NOTE: This section does not apply to certificate or advanced certificate programs.*

**List of Appended Items**

**Appended Items:** Materials required in selected items in Sections 1 through 5 and Section 10 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, <a href="#">Commissioner’s Regulations for the profession</a> , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
	For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, <a href="#">External Instruction Form</a> and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <a href="#">Distance Education Format Proposal</a>	Section 10



## Appendix

### Section 2, Item 7

Assessment Calendar, English MA Program

Fall 2013	500
Fall 2014	Reading Courses 521, 522, 560, 581, 582
Spring 2015	Workshop Courses 515, 516, 517, 518
Fall 2015	Seminar Courses 660, 661, 680, 681

### Section 3, Item b

**Eng 500 Textual Practices I (4)** This course introduces students to a range of theoretical issues, interpretive strategies, and transdisciplinary interchanges that have transformed the study of English. Permission of instructor.

#### **Eng 515 Workshop in Poetry (4)**

Intensive practice in writing poetry. Emphasis on development of poetic technique and individual styles. Students' work is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of students' work a discussion of writings by pertinent authors. May be repeated for credit. S/U grading. Prerequisite: Consent of instructor.

#### **Eng 516 Workshop in Fiction (4)**

Intensive practice in writing fiction. Emphasis on development of fictional technique and individual styles. Students' work is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of students' work a discussion of writings by pertinent authors. May be repeated for credit. S/U grading. Prerequisite: Consent of instructor.

#### **Eng 517 Workshop in Non-Fiction Prose (4)**

Intensive practice in writing non-fiction prose. The course accommodates a variety of genres, and emphasizes development of individual styles in accordance with students' needs. Students' writing is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of students' work a discussion of writings by pertinent authors. May be repeated for credit. S/U grading. Prerequisite: Consent of instructor.

#### **Eng 518 Workshop in Dramatic Writing (4)**

Intensive practice in writing drama. The course emphasizes development of individual styles in accordance with students' needs. Students' writing is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of student work a discussion of writings by pertinent authors. May be repeated for credit. S/U grading. Prerequisite: Consent of instructor.

### **Eng 521 History and Theory of Composition (4)**

An introduction to composition theory, the field whose primary concern is writing: what it is, how it is taught and learned, and how it has come to be an object of study. May be repeated for credit when content varies.

### **Eng 522 History and Theory of Rhetoric (4)**

A discussion of central figures and lines of thought within the Western rhetorical tradition from the GrecoRoman to the modern era. Emphasis on relations between rhetorical theory and the teaching of reading and writing. May be repeated for credit when content varies.

### **Eng 555 Translation: Theory and Practice (4)**

This course address the wide range of practices that fall under the heading "translation". Open to a range of topics and approaches, examples might include reading in Old English, translating literary language, and bi- or multi-lingual instruction. This course is a practicum, meaning that students will be expected to complete substantial translation projects in the course. As such, it will satisfy the "reading comprehension" language requirement for the doctoral program. May be repeated for credit when content varies.

### **Eng 560 Theories of Cultural, Transcultural and Global Studies (4)**

An introduction to theoretical debates and methods of analysis in the field(s) of Cultural, Transcultural and Global Studies. Emphasis on key texts in the field(s) and broad questions that would underpin study within the field. May be repeated for credit when content varies.

### **Eng 580 Models of History in Literary Criticism (4)**

This course explores the connections between the literary text and the social and political contexts within which the text is imagined and produced, with particular attention to the assumptions that govern the definition of both text and context. What challenges have contemporary critical theories (for instance, Marxist, feminist, post-structuralist) posed to our understanding of history? What does it mean to propose that a literary text has an historical effect? May be repeated for credit when content varies. May be repeated for credit when content varies.

### **Eng 581 Studies in a Literary Period (4)**

Study of a given period in terms of the texts which comprise it and the contexts within which they have been traditionally understood. May be repeated for credit when content varies.

### **Eng 582 Studies in an Author (4)**

Focus on a given author and his/her canon. Approach may shift between conventional ways of understanding authorship and a critique of these conventions. May be repeated for credit when content varies.

### **Eng 600 Theories and Practice of Creativity (4)**

This course examines the theory and practice of creativity as such. Topics might include the following: an investigation of the commonality or uniqueness of various aesthetic modes or forms (poetry, music, visual arts); the evolution of theories of creativity over time; or educational theories of whether and how creativity might be taught or fostered. May be repeated for credit when content varies.

### **Eng 615 Poetics and Literary Practice (4)**

Introduction to the forms, genres, and conventions of poetry and prose, intended to develop an awareness among practicing writers and critics of the traditions of their craft. Extensive reading in appropriate literary texts.

### **Eng 621 Current Trends in Rhetorical Theory and Research (4)**

This course examines current scholarship and research in the field of Rhetoric and writing. This might be taught either as an in-depth examination of one particular branch of rhetorical study, as a comparative examination of multiple aspects of contemporary Rhetorical Theory, or as an examination of writing research methods. May be repeated for credit when content varies.

### **Eng 622 Workshop in Academic Writing (4)**

Intensive practice in writing and revising academic scholarship. The course will allow graduate students to revise substantial scholarly projects in a structured academic setting. Examples of such work might include revising a seminar paper for publication or for inclusion into a thesis or dissertation chapter. Students' work is discussed and criticized by all participants in the workshop. Instructors may bring to bear on the criticism of student work a discussion of writings by pertinent authors. May be repeated for credit. Prerequisite: Consent of instructor.

### **Eng 660 Transnational or Global Studies (4)**

This course examines issues that situate English studies within broader transnational, global, or planetary contexts. It addresses trends, movements, or problems that cannot adequately be analyzed within the boundaries of national literature or culture. Possible topics might include postcolonial literatures, ecological crises and their cultural implications, colonial or imperial archives, globalization and culture, among others.

### **Eng 661 Race, Gender, Class, and Sexuality (4)**

This course examines issues of gender, race, class and/or sexuality. Particular attention will be paid to the active historical forces that constitute such social formations, and to the effects that gender, race, class and sexuality have on literary and cultural expression and representation. May be repeated for credit when content varies.

### **Eng 680 Seminar: Problems of Periodization and Canonicity (4)**

Questioning of concepts of literary periods and canons, and investigation of the assumptions governing the identification of literary periods and the selection of texts to represent periods and constitute canons. Why, for example, is 1789-1820 more familiar as a period than 1810-1840? What assumptions produce the distinction between major and minor authors? Particular attention given to questions arising from the study of women and minority writers.

### **Eng 681 Seminar: Texts/Authors and Their Critics (4)**

Study of texts, authors, or groups of authors in their historical contexts, and in relation to the critical traditions that have been built around, upon, or in ignorance of them. Why have certain writings, or aspects of writings, been regarded as more important than others (for instance, Shakespeare in general, Hamlet in particular, certain readings of the play over others)? Taught in a variety of ways, with, for example, reference to "neglected" writers (Clare, Burns, Smedley, Lourde) or to groupings of writers by race, gender, class, ethnicity.

### **Eng 685 Special Topics (4)**

Topics, which may be treated in seminars, include but are not limited to the study of genre, movement, region, and specific intersections between the "literary" and the "historical."

**Proposal Title:** Certificate in English Studies

**College or School** CAS      **Department** English

**Program Director or Sponsor** Randall Craig, Chair      **e-mail** rcraig@albany.edu

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

**Action Type**       New      Program has been identified as a        
 Revision      **Gainful Employment Program (GEP)**  
 Deactivation  
 Other (describe)

**Brief Description of Proposal:**

A Certificate in English Studies (awarded in one of three areas: Global English Studies, Writing Practices, and American Literature and Culture) for students in the Master's in Secondary School Education and the English Department M.A. program. The certificate consists of 20 credits of graduate coursework, which must include ENG 500 and at least two courses in the area of concentration.

**Impact on Other Programs:**

The proposer had consulted the following service units:

- ITS
- the University Library
- Other Department of Educational Theory and Practice

and it has been jointly determined that there will /won't  be a fiscal impact of the proposed program on the service agency. Please attach letters of collaboration/support from impacted programs.

**Faculty and Staff**

- 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

See accompanying "Proposal for Certificate Programs in English Studies" and letter of endorsement from Professor Arthur N. Applebee, Chair of the Department of Educational Theory and Practice.

No new faculty will be required for this program during the next three years. Administration and advising will be handled by the Director of Graduate Studies in the English Department or his/her designee.

RESOURCE IMPLICATIONS					
		(1)	Year 1	Year 2	Year 3
<b>Projected Expenditures (In home department and other affected units)</b>					
Faculty (2)	From Existing Sources				
	From New Sources				
Administrative Staff (2)	From Existing Sources				
	From New Sources				
Clerical Staff (2)	From Existing Sources				
	From New Sources				
Equipment, Supplies, etc.(3)	From Existing Sources				
	From New Sources				
Student Support	From Existing Sources				
	From New Sources				
Facilities	From Existing Sources				
	From New Sources				
<b>Total Projected Expenditures</b>			\$ 0	\$ 0	\$ 0
<b>Projected Capital Expenditures</b>					
Capital Facilities	From Existing Sources				
	From New Sources				
Capital Equipment	From Existing Sources				
	From New Sources				
<b>Total Projected Capital Expenditures</b>			\$ 0	\$ 0	\$ 0

**APPROVALS**

Department Chair     *Randall Craig*         02/06/2014      
Dept Chair Date

Dean     *Edelgard Wulfert*         4/23/14      
Dean Date

UPPC Chair \_\_\_\_\_  
UPPC Chair Date

## INSTRUCTIONS

When submitting a program proposal to the University Senate Policy and Planning Council, please submit this form whether or not the proposal involves resource implications.

If the proposal indicates space requirements, this information will be shared with the Office of Campus Planning.

Completed forms should be sent to the attention of the chairperson of UPPC.

It is the sponsoring department's responsibility to obtain all required signatures before presenting the documentation to the council. The chair may request additional supporting documentation prior to review by the entire council. You will be notified when your proposal is on the UPPC agenda, and will be invited to attend the meeting.

- 
- (1) Out years projections should be calculated to include inflation of 3% per year
  - (2) Include fringe on personnel that are paid out of an IFR account
  - (3) Include any equipment, supply, travel, telecom, postage, etc. items that are not a capital expense