

UNIVERSITY OF MARY WASHINGTON – PROGRAM CHANGE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences <input checked="" type="checkbox"/>	Business <input type="checkbox"/>	Education <input type="checkbox"/>
Proposal Submitted By: Gary Richards		Date Prepared: 11 September 2017	
Department /Program:	English, Linguistics, and Communication Major in English		

Note: for any program change entailing the addition any new courses, or revisions to existing courses, separate proposal for those course actions must also be submitted.

PROPOSAL TO CHANGE EXISTING PROGRAM (check no than one of the following)	
Revise requirements for existing major	X
Revise requirements for a concentration within an existing major	
Revise requirements for an existing degree program	
Revise requirements for existing certificate program	
Revise requirements for existing minor	
Implementation Date: FALL semester, year:	Fall 2018


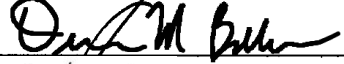


REQUIRED ATTACHMENTS FOR CHANGES TO EXISTING PROGRAMS:

1. **Rationale statement** (Why is this program change needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of the program change are required.)
3. **Catalog Copy** (Provide the *existing* Catalog Description and the complete statement of the *proposed* new Catalog description that reflects the program changes)

PROPOSAL TO CREATE NEW PROGRAM NOT REQUIRING STATE ACTION (check no more that one of the following)	
New concentration within existing major	Name:
New minor	Name:
New Major but NOT a new degree*	Name:
*Use ONLY for interdisciplinary majors that will be grouped as part of the "Special Majors/General Liberal Arts and Sciences" degree (CIP Code 24.0101) or reported as a BLS degree (CIP Code 24.0199)	
Implementation Date (semester and year):	

REQUIRED ATTACHMENTS FOR NEW PROGRAMS NOT REQUIRING STATE APPROVAL:

1. **Rationale statement** (Why is this additional program needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, staffing and curricular impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.)
3. **Catalog Copy** (Provide the complete Catalog Description for the proposed new program)
4. Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.

Department Chair Approval: <u></u>	Date: <u>31 Oct 2017</u>
CCC Chair Approval: <u></u>	Date: <u>11/09/2017</u>
Dean Approval: <u></u>	Date: <u>11/10/17</u>
UCC Chair Approval: <u></u>	Date: <u>11/16/17</u>
*Provost Approval: _____	Date: _____

**Required only in cases of proposals for new concentrations, new minors, or new majors that do not involve a new degree*

I. Rationale

The program changes for the major in English seek to accomplish five things: add period distributions within the major's required 300-level literature courses; add a requirement for a 300-level literature course that focuses on historically marginalized groups; add an additional 300-level literature course by reducing the electives within the major by three credits; specify that the 400-level course that functions as the capstone must be in literature, composition, or theory; and specify that all courses within the major must be English or linguistics courses and thus exclude communication courses.

1. Period Distributions within the Major's Required 300-level Literature Courses

The Department of English, Linguistics, and Communication seeks to provide students with a broad grounding in literatures in English, consistent with the liberal arts mission of the University. At present, we do not have distribution requirements in literature for English majors or English majors who are completing the Concentration in Creative Writing. Although it is important to leave students flexibility to explore individual interests and build schedules that meet the demands of their lives, we also believe that this flexibility should be weighed against our department's responsibility to give students a substantive grounding in literature, the sort of broad educational experience that characterizes a liberal arts university.

Distributional requirements would show students that they are part of a community that values a range of periods, cultures, and social groups. Some students of course enter our university with a lively interest in a range of periods and perspectives, including ones that are more historically distant or underrepresented. But many do not, through no fault of their own. High school curricula typically include little or no pre-twentieth-century British literature aside from Shakespeare and struggle with offering adequate exposure to the diversity of literature and human experience. Popular culture, too, tends to portray earlier periods negatively if at all and offers only limited (and at times harmful) representations of many social groups. As a result, we have found that students are often not exploring broadly in their literary education. According to data from the Provost's office, for example, over the period of 2010-2015 only 54-66% of English majors in each graduating class had taken at least one course in pre-1800 literature, and only a similar percentage had taken at least one nineteenth-century class.

While post-1900 literature was not underrepresented in English majors' course choices between 2010 and 2015, we think it is also important to have a requirement in this period. This is a dynamic, growing body of texts rich in work by underrepresented groups, and all English majors should be expected to study it.

In Fall 2008, the Department significantly loosened period requirements in anticipation of coming changes in the field, including the importance of digital studies. Eight years later, Communication and Digital Studies has become its own major within the Department; those two fields are not only secure but flourishing, as is the Concentration in Creative Writing introduced in Fall 2008. Our 2014-2015 Ten-Year Review also inspired the current change as we studied what courses students have actually taken since 2008 and contemplated suggestions from our outside evaluators.

Distribution requirements are common practice among our peer institutions. We examined some of the schools that we potentially compete with for students and we found that our lack of distribution requirements for literature courses in English is not typical. This is not to say that we have to do

whatever peers are doing; however, our research shows that requirements are usual in our field. Of the schools examined, only Virginia Commonwealth University, which is clearly not a liberal arts institution, had no literature distribution requirements in the English major. Christopher Newport, George Mason, Longwood, William and Mary, and St. Mary's College of Maryland all did have distribution requirements, often extensive ones.

2. Requirement for a 300-level Literature Course Focused on a Historically Marginalized Group

The Department feels strongly that it has an obligation to expose majors to issues of diversity and inclusion and thus seeks to formalize this commitment by requiring one advanced literature course that primarily focuses on literature of historically marginalized groups and centralizes the intersection of literature with characteristics such as age, class, disability, gender, postcoloniality, race, religion, and/or sexuality. This exposure stands to sensitize students to issues of diversity and inclusion and to prepare those students to negotiate lives in diverse workplaces and communities. Moreover, this requirement evinces that the Department supports the calls made by both the President and the Provost to foreground the institution's commitment to issues of diversity and inclusion. This does not stand to work a hardship on majors, given that many of the Department's advanced literature courses already have this focus and are frequently offered, especially because so many of our majors are completing teaching certifications through the College of Education and are required to take a course of this kind. The requirement will guarantee that every student has exposure to historically marginalized groups but gives students a range of options in determining the specific focus.

3. Requirement for an Additional 300-level Literature Course

In part to accommodate the new period distributions and the requirement of a 300-level course on literature of historically marginalized groups, as outlined above, the Department is expanding the required number of 300-level literature courses from five to six. This will not increase the total hours required by the major, as we are reducing the electives within the major by three credits from six to three credits. Again, this does not stand to work a hardship on majors, given that, in the current major, the vast majority of students take all six of their elective credits in 300-level literature courses. Moreover, there are ample offerings of these courses each semester.

4. Requirement that the 400-level Course Must Be in Literature, Composition, or Theory

The Department seeks to clarify that students completing the major in English should have as their capstone experience a 400-level English course focused on literature, composition, or theory. Currently, in a system that was implemented before the creation of the major in English with a Concentration in Creative Writing and the major in Communication and Digital Studies, no regulation prevents English majors from attempting to use a seminar in linguistics, communication, digital studies, or creative writing as their capstone. It is the definition of a capstone that it should be a sophisticated educational experience in the primary course of study. Indeed, the major in English with a Concentration in Creative Writing, the major in Communication and Digital Studies, and the minor in Linguistics all require capstones in their respective disciplines for their own flourishing programs. English majors should have a capstone with a similarly narrowed focus related directly to their field of study.

5. Requirement that All Courses within the Major Must Be English or Linguistics Courses

The Department seeks to require that all courses within the English major must be English or linguistics courses and not communication courses. First, the current English major was codified before the creation of the relatively new major in Communication and Digital Studies, first included in the 2015-2016 catalog, and sought to create a place where upper-level courses in communication might fit within a major, in part to attract students to those courses. However, with the success of the major in Communication and Digital Studies, there is huge demand for those communication courses, and we want to discourage English majors from taking seats that should more fairly be intended for CDS majors. Second, we anticipate, at the direction of the Provost and with the support of the Department, the separation of English and Linguistics from Communication in the next three years, and this move takes a preliminary step toward that separation.

II. Impact Statement

The Department already has the resources that it needs to provide courses in all three period distribution requirements and in literature of historically marginalized groups. We have fifteen professors regularly contributing upper-level literature classes, including nine who regularly or exclusively teach courses in literature pre-1900, nine who regularly or exclusively teach courses in literature post-1900, and three professors dedicated specifically to teaching literature of historically marginalized groups. Ordinary personnel changes like a leave or a resignation will thus not affect students' ability to get the courses they need to graduate.

To manage this revision to the major, we have categorized all 300-level literature courses as follows and can code Banner (or subsequent systems) accordingly:

Pre-1800 literature: ENGL 309, 310, 317, 318,* 319, 320, 322, 325, 326, 328, 381, 390

Pre-1900 literature: ENGL 309, 310, 317, 318,* 319, 320, 322, 325, 326, 327, 328, 329, 332,*335, 336, 338, 352, 355, 356, 357, 381, 382, 390, 391

Post-1900 literature: ENGL 330, 340, 342, 345, 348,* 350, 353, 354, 357, 358, 359, 360, 361, 364, 365, 366, 369, 371, 372, 378, 379, 382, 385, 386, 387, 392

Literature of historically marginalized groups: ENGL 327, 328, 329, 330, 332,* 352, 353, 354, 360, 361, 364, 369, 381, 387,* 393

* new course being proposed simultaneously with this change to the major

With the approval of the Registrar's Office, we are also creating five new Special Topics Courses keyed to the categories above:

Pre-1800 literature: ENGL 390

Pre-1900 literature: ENGL 391

Post-1900 literature: ENGL 392

Literature of historically marginalized groups: ENGL 393

All others: ENGL 394

Faculty offering a special topics course will now choose into which of these five categories his or her class best fits, with the preference being that those qualifying for ENGL 393 will use that category.

This will replace our current special topics venues of ENGL 375/376. We have coded all special topics courses offered over the last eight years for inclusion in the revised major so that students who have already taken these courses before they declared their majors can have them count appropriately in the

major. We will also work with the Registrar's Office to mark ENGL 375/376 courses as equivalent to future ENGL 390/391/392/393/394 courses.

At the end of this document of statements of agreement from Jesse Stommel in the Division of Teaching and Learning Technologies and Rosemary Arneson in the Library agreeing that no new resources from their areas are needed with this proposal or any of the other twenty proposals submitted by English, Linguistics, and Communication in this set of curricular changes.

III. Catalog Copy

Current Catalog Copy:

Requirements for the English Major

Thirty-six credits in English, Linguistics, and Communication courses, as follows: LING 101; ENGL 295; five upper-level literature courses; one 300-level linguistics course; one 300-level writing course, one 400-level seminar, six additional credits from the following: ENGL 200, any of the department's 300- and 400-level courses, department-sponsored internships, and individual studies.

Proposed Catalog Copy:

Requirements for the English Major

Thirty-six credits in English and linguistics courses as follows: LING 101; ENGL 295; six 300-level literature courses; one 300-level linguistics course; one 300-level writing course; one 400-level seminar in literature, composition, or theory; and three additional credits from the following: ENGL 200 or any 300- and 400-level English and linguistics courses, including department-sponsored internships and individual studies. The six 300-level literature courses must include at least: two courses in pre-1900 literature, at least one of which must be in pre-1800 literature; one course in post-1900 literature; and one course in literature of historically marginalized groups.

Re: Petition for Statement that No New Resources Will Be Needed with ELC Curricular Changes

Jesse Stommel (jstommel)

Wed 11/1/2017 3:35 AM

To: Gary Richards (grichard) <grichard@umw.edu>;

Cc: Susie Kuliasha (jkuliash) <jkuliash@umw.edu>; Rosemary Arneson (rarneso3) <rarneso3@umw.edu>;

Gary—

Thank you for sending these my way. I will provide a brief note here, but let me know if you need something more official.

I agree that no new resources are necessary for DTLT regarding the proposals you've included.

While I think new courses generally do have some impact on necessary institutional resources, I don't see anything outside DTLT's existing ability to pivot to support these new projects/courses. It looks like a fun set of topics!

Best,
Jesse

Jesse Stommel, Ph.D.
Executive Director, Division of Teaching and Learning Technologies
University of Mary Washington
Director and Founder of [Hybrid Pedagogy](#)
www.jessestommel.com
Twitter: [@Jessifer](#)

On Oct 31, 2017, at 3:51 PM, Gary Richards (grichard) <grichard@umw.edu> wrote:

Hey, Jesse and Rosemary,

English, Linguistics, and Communication is submitting a large series of curricular proposals tomorrow, none of which will require new resources from the library or DTLT. However, just to be on the safe side, I'm submitting the proposals for your quick scan and for a statement that I can include to Dianne Baker that no resources are needed.

Here's the overview of the proposals:

1. Program Changes to the Major in English (ENGLchangemajor.pdf)
2. Program Changes to the Major in English with a Concentration in Creative Writing (ENGLCWchangeconcentration.pdf)
3. New Course ENGL 390: Special Studies in Pre-1800 Literature (ENGL390newcourse.pdf)
4. New Course ENGL 391: Special Studies in Pre-1900 Literature (ENGL391newcourse.pdf)
5. New Course ENGL 392: Special Studies in Post-1900 Literature (ENGL392newcourse.pdf)
6. New Course ENGL 393: Special Studies in Literature of Historically Marginalized Groups (ENGL393newcourse.pdf)
7. New Course ENGL 394: Special Studies in Literature and Culture (ENGL394newcourse.pdf)
8. Deleted Courses ENGL 375/376: Special Studies (deletion from catalog) (ENGL375376delete.pdf)

9. Minor in English Literature (ENGLLiteratureminor.pdf)
10. New Course DGST 301: Special Topics in Digital Studies (DGST301newcourse.pdf)
11. New Course ENGL 318: Sex, Love, and Power in Renaissance England (ENGL318newcourse.pdf)
12. New Course ENGL 332: British Romantic Women Poets (ENGL332newcourse.pdf)
13. New Course ENGL 348: Literature of the Great War (ENGL348newcourse.pdf)
14. New Course ENGL 387: South Asian Literature and Cinema (ENGL387newcourse.pdf)
15. New Course LING 308: Language and Race (LING308newcourse.pdf)
16. Change to Course ENGL 360: The Literature of Resistance (change of course title and catalog description to Postcolonial Studies) (ENGL360changedescriptionandtitle.pdf)
17. Change to Course ENGL 361: Caribbean Literature (deletion from catalog) (ENGL361delete.pdf)
18. Change to Course ENGL 200: Newsgathering (change of course title and catalog description to News Journalism) (ENGL200changedescriptionandtitle.pdf)
19. Change to Course ENGL 300: Principles of Newspaper Writing (change of course title and catalog description to Investigative Journalism) (ENGL300changedescriptionandtitle.pdf)
20. Change to Course ENGL 301: Principles of Magazine Writing (change of course title and catalog description to Magazine Journalism) (ENGL301changedescriptionandtitle.pdf)
21. Change to Course ENGL 380: Practicum in Journalism (change of catalog description) (ENGL380changedescription.pdf)

I'll attach the pdfs in subsequent emails if you want to look closely at the documents.

Thanks in advance! It would be wonderful if I had the statement before 5 tomorrow, but I'll take whenever I can get it before the committee meets next week.

Regards,
Gary

Gary Richards
Professor of English and Chair
Department of English, Linguistics, and Communication
University of Mary Washington

RE: Petition for Statement that No New Resources Will Be Needed with ELC Curricular Changes

Rosemary Arneson (rarneso3)

Tue 10/31/2017 12:02 PM

To: Gary Richards (grichard) <grichard@umw.edu>;

Gary,

I have discussed the proposed changes with Summer Durrant, Collection Services Librarian and our representative to the CAS Curriculum Committee. We agree that the proposed changes will not require any additional library resources.

Rosemary

-----Original Message-----

From: Gary Richards (grichard)

Sent: Tuesday, October 31, 2017 11:52 AM

To: Jesse Stommel (jstommel) <jstommel@umw.edu>; Rosemary Arneson (rarneso3) <rarneso3@umw.edu>

Cc: Gary Richards (grichard) <grichard@umw.edu>; Susie Kuliasha (jkuliash) <jkuliash@umw.edu>

Subject: Petition for Statement that No New Resources Will Be Needed with ELC Curricular Changes

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Regards,
Gary

Gary Richards
Professor of English and Chair
Department of English, Linguistics, and Communication University of Mary Washington