University Senate Agendas, 2013-2014

All meetings are from 3:00 - 5:00 pm in the Auditorium of W. T. Young Library
unless otherwise noted.

Monday, February 10, 2014

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Next Meeting: March 10, 2014

University Senate
December 9, 2013

The University Senate met in regular session at 3 pm on Monday, December 9, 2013 in the Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via a show of hands unless indicated otherwise.

Senate Council Chair Lee X. Blonder called the University Senate (Senate) meeting to order at 3:02 pm. The Chair reminded senators to:
- Sign in upon arrival;
- Give name and affiliation when speaking;
- Attend meetings;
- Respond to emails and web postings as appropriate;
- Acknowledge and respect others;
- Silence electronic devices; and
- Communicate with constituencies.

1. Minutes from November 11, 2013 and Announcements
The Chair said there were no changes to the minutes. There being no changes or corrections, the minutes from November11, 2013 were **approved** as distributed by **unanimous consent**.

The Chair reported a variety of announcements, below.

- Senators were encouraged to review the web transmittal of courses and programs posted on the Senate site.

- Proposals involving academic organization and/or structure must be submitted with the forms available on the Senate website. Please let colleagues know those forms are required for the review of such proposals.

- The Senate Council (SC) approved a minor calendar change for 2013 - 2014 for the Graduate School, which adds April 15 as a new deadline for the early August degree list.

- The Annual Stakes Reception will be Tuesday December 17. Senators should have already received an email invitation to the event. Staff and faculty from both senates are invited, along with Board of Trustees members.

2. Officer and Other Reports
a. Chair Report – Lee X. Blonder
The Chair reported that the SC discussed reviewing the content of Teacher Evaluating Forms (TCE). The evaluation forms were approved by the Senate in the mid-1990s and are in need of revision. The SC decided to form an ad hoc committee to review the content of such forms, as well as incorporate a new question about balance between universal content and information that is unit- or college-specific. Please send in nominations for faculty members who would like to serve; faculty with expertise in instrument development and evaluation, etc. are encouraged to volunteer.

b. Trustee report – John Wilson

Trustee John Wilson said there were not a lot of important issues on the agenda for the December Board of Trustees meeting. Over the next six months, however, there will be a lot of issues:

- Approaching end of the biennium, particularly with regards to UK's budget and legislative interactions.

- New financial budget model.

- Development of the new strategic plan.

He solicited questions from senators. Jones asked if there was one specific thing that the faculty trustees could identify as being regularly misunderstood by Board members. Wilson replied that one thing that had surprised him was that most trustees have a great deal of respect for faculty. However, trustees may have difficulty grasping the diversity of UK's campus. Some trustees are surprised by the normal processes of discussion and dissent that faculty are accustomed to, which may be a source of misunderstandings. In response to a question from Murthy, Wilson said that he was happy to go talk to any faculty member or group of faculty. Kennedy asked if Wilson was aware of any efforts to review post-tenure policies. Wilson said he had not. The Chair commented that UK's Regulation Review Committee, which includes the Chair and two former SC chairs, was in the process of working on revisions to those regulations. Provost Christine Riordan will meet with that committee in the next week or so to discuss the revised language; it will be thoroughly vetted before it moves forward. Kennedy asked about the possibility of incremental vetting, as opposed to the Senate seeing final draft language at the end of the revision process. The Chair replied that the revisions would be brought to the SC and then to the Senate.

3. Proposed Changes to Administrative Regulations 5:4 ("Enrollment of Residents and Clinical Fellows")
Guest Susan McDowell (ME/Physical Medicine and Rehabilitation Medicine, Associate Dean for Graduate Medical Education) explained the proposed changes to senators. There were no questions.

The Chair said that the recommendation from the SC (positive) was that the Senate **move** to endorse the proposed changes to *Administrative Regulations 5:4*. A **vote** was taken and the motion **passed** with none opposed.

4. Proposed Changes to Administrative Regulations 5:5 ("Grievance Procedures for House Officers")
McDowell explained the proposed changes. The Chair said that the recommendation from the SC (positive) was that the Senate move to endorse the proposed changes to Administrative Regulations 5:4. A vote was taken and the motion passed with none opposed.

The Chair said that the recommendation from the SC (positive) was that the Senate **move** to endorse the proposed changes to *Administrative Regulations 5:5*. A **vote** was taken and the motion **passed** with none opposed.

5. Update on Presentation U (five minutes)
Guests Deanna Sellnow (CI/Communication) and Diane Snow (ME/Anatomy and Neurobiology) gave senators an update on Presentation U. Odom asked if the services of Presentation U were limited to undergraduate students. Sellnow replied affirmatively, adding that it was designed for upper-division undergraduate students. Snow added that they hoped to serve all levels of students at some point, but right now it was designated for juniors and seniors. In response to Jones, Sellnow said that students in

400G- and 500-level courses will be able to utilize Presentation U. There was a brief discussion about the Graduation Communication and Composition Requirement.

6. Update on UK's Hosting of April 2014 National Conference on Undergraduate Research (five minutes)
Guest Snow gave a presentation to senators regarding the National Conference on Undergraduate Research, which will be held at UK in April 2014. In response to a couple of questions from senators, Snow said that the majority of information about NCUR has been posted on the website and given to deans in the hope that they share it with others in the college. Parking Structure Number Five will not be restricted during NCUR, but rather will offer free parking. Sellnow said a couple of other parking lots will be commandeered for use by NCUR attendees – all the information will be available on the NCUR website.

7. UK December 2013 Degree List
The Chair reported that there were no changes to the December 2013 degree list. The **motion** from SC was that the elected faculty senators approve the December 2013 degree list, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board. Because it came from committee, no **second** was necessary. A **vote** was taken and the motion **passed** with none opposed.

8. Committee Reports
a. Senate's Rules and Elections Committee – Davy Jones, Chair
i. Proposed Charge for Senate's Committee on Distance Learning and e-Learning (Change to *Senate Rules 1.4.2.13*)
Jones explained that the SC created and charged an ad hoc committee on best practices for distance learning. The committee worked well and offered helpful information. The SC looked favorably upon its work performance and recommended the Senate make it a standing committee. The SC then asked the new standing committee to develop its own charge.

The Chair explained that the recommendation (positive) from the SC was that the Senate **move** to approve the proposed changes to *SR 1.4.2.13* that incorporate the charge of the University Senate Committee on Distance Learning and eLearning. Because the motion came from committee, no **second** was needed. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

ii. Election Update
Jones said that the process for electing a chair of the SC involved a solicitation of nominees from the elected faculty senators of the Senate. The SC members who were nominated by senators for the position of chair were contacted and the outcome was that Andrew Hippisley (AS/English) was unanimously elected as SC chair beginning June 1, 2014.

In addition to the chair election, the Senate was also involved in an election for three new members on the SC. There was a nomination round, after which Jones spent about a week contacting the elected faculty senators who were nominated to see who was willing to serve if elected. The top six candidates who were willing to serve will be the pool of candidates for the three available slots. Jones reiterated to SC members how important it is to have a high voter turnout for the final election. He said he would send out an email solicitation that directs senators to a voting site when everything was ready.

The last election was for the position of SC vice chair. The members of the SC made nominations and Jones will contact those nominated in the next few days. Those who are interested in serving will be the

candidates in the election the SC will hold on December 16. The vice chair will take office when the new chair does, on June 1, 2014.

There were no questions from senators.

b. Senate's Academic Programs Committee (SAPC) – Andrew Hippisley, Chair
i. Proposed new Minor in Photography
Hippisley explained the proposed new Minor in Photography. The recommendation (positive) from SC was that the Senate **move** to approve the establishment of a new Minor in Photography in the School of Art and Visual Studies, within the College of Fine Arts. Because the motion came from committee, no **second** was needed.

There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

ii. Proposed New University Scholars Program - BA/BS Mathematics and MA/MS Mathematics
Hippisley explained the proposed University Scholars Program. The recommendation (positive) from SC was that the Senate **move** to approve the establishment of a new University Scholars Program for a MA/MS in Mathematics, in the Department of Mathematics within the College of Arts and Sciences. Because the motion came from committee, no **second** was needed.

There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

9. Academic Calendars
The Chair said that the recommendation (positive) from SC was that the Senate **move** to approve the following calendars: 2014 - 2015 Calendar; 2016 - 2017 Calendar, Tentative; 2014 - 2015 Dentistry; 2016 - 2017 Dentistry, Tentative; 2014 - 2015 Law; Summer I (four-week) 2015 Law; Summer 2015 Law; 2016 - 2017 Law, Tentative; Summer I (four-week) 2017 Law, Tentative; Summer 2017 Law, Tentative; 2014 - 2015 Medicine; 2016 - 2017 Medicine, Tentative; 2014 - 2015 Pharmacy; 2016 - 2017 Pharmacy, Tentative; 2014 - 2015 Winter Intersession; and 2016 - 2017 Winter Intersession, Tentative. Because the motion came from committee, no **second** was needed.

There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

10. Change Graduate School Calendar - Additional Deadline to Apply for (early) August Degrees
Graduate School Dean Jeannine Blackwell explained the proposed new deadline to senators. While the June 20 date will still remain as the deadline by which a student must file for a graduate degree for the second (late) August degree list. A new deadline of April 15 will be established to accommodate graduate students who need to be on the first (early) August degree list particularly for certification and licensure reasons.

The Chair said that the recommendation (positive) from SC was that the Senate **move** to approve the proposed new deadline and associated changes to *Senate Rules 5.4.1.1*. Because the motion came from committee, no **second** was needed.

There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

The Chair reminded senators that the next meeting of the Senate will be on February 10. With no further business to attend to, the meeting was unanimously adjourned at 3:57.

Respectfully submitted by Connie Wood,
University Senate Secretary

Invited guests present:

Absences: Adams, Anderson, Andrade, Bailey, E., Ballard, Birdwhistell, Blackwell, D., Brennen, Conners[*], de Beer, Deep, Dickson, Dietz, Durham*, Eckman, Evans, Feist-Price, Ferrier, Fox, Galloway, Graf, Gross, Grossman, Hazard*, Jackson, Karan*, Kilgore, Kirschling, Kornbluh, Lowry*, Martin, McCamy, Mehra, Mock, Noonan, O'Hair, D., O'Hair, M. J., Palli, Porter, Prats*, Rabel, Richey, Riordan, Rogers*, Shen*, Smith*, Spradling, Steiner, Tick, Tracy, T., Tracy, J., Van Wie, Voro, Walz, Watkins*, Watt*, Wiseman, Withers, Witt, Wyatt and Yost.

Prepared on Tuesday, February 4, 2014 by Sheila Brothers.

[*] Denotes an absence explained prior to the meeting.

From:	Grzegorz Wasilkowski [greg@cs.uky.edu]
Sent:	Friday, January 03, 2014 11:18 AM
To:	Blonder, Lee; Brothers, Sheila C
Cc:	Brown, Roger M; Grzegorz Wasilkowski
Subject:	DWRD proposal

Dear Lee,

This is a recommendation from Senate Advisory Organization and Structure Committee that the University Senate endorse the establishment of a Department of Writing, Rhetoric, and Digital Studies in the College of Arts and Sciences.

Greg

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=====================================================================
Grzegorz (Greg) W. Wasilkowski      greg@cs.uky.edu
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UK

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Proposal for a Department of Writing, Rhetoric, and Digital Studies

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DIVISION INFORMATION

Current Unit Title: Division of Writing, Rhetoric, and Digital Studies

Primary College: College of Arts and Sciences

CIP Code: 23.1304

CIP Title: Rhetoric and Composition

CIP Description: A program that focuses on the humanistic and scientific study of rhetoric, composition, literacy, and language/linguistic theories and their practical and pedagogical applications. Includes instruction in historical and contemporary rhetoric/composition theories; composition and criticism of written, visual, and mixed-media texts; analysis of literacy practices in cultural and cross-cultural contexts; and writing program administration.

CONTACT INFORMATION

Name: Roxanne Mountford, former Director, Division of Writing, Rhetoric, and Digital Studies
Email: mountford@uky.edu
Phone: 859-257-7002

INTRODUCTION

The faculty of the Division of Writing, Rhetoric, and Digital Studies (WRD), an independent unit in the Department of English, propose to organize as a separate department of Writing, Rhetoric, and Digital Studies. Supported by the Dean of the College of Arts and Sciences and the faculty in the Department of English, this new department would be the first of its kind in the Commonwealth of Kentucky. In organization and mission, the new department is modeled on autonomous departments of writing and rhetoric at several of our institutional benchmarks, including the University of Minnesota and the University of Texas, Austin.

As we argue below, we believe the University of Kentucky would be well served by a new department focused on research and teaching in the arts of writing and rhetoric as they are practiced in the real world. For us, this especially means embracing the ubiquity of digital media and redefining writing for this context. Dedicated to the humanistic study of writing and rhetoric in all its forms, including emerging media and literacies in a variety of cultural settings, our faculty aspire to prepare students for leading roles in an innovation-driven economy (Goal #1 in the University of Kentucky's 2009-2014 Strategic Plan), in which their ability to understand and influence others increasingly depends on their facility with and critical understanding of digital media. We are also deeply committed to connecting our intellectual capital to the problems and aspirations of Kentuckians and the world beyond the Commonwealth through our research (Goal #2) and outreach (Goal #5). Writers, rhetoricians, and digital media experts, we work on real-world problems, including literacy in local communities, writing in the workplace, the formation of digital cultures, the creation of documentaries, the nature of public controversies, and the rhetorical effect of visuals in print and digital environments. Our faculty believe we can best serve a strategic role in the success of this university within a department home of our own.

HISTORY

In 2007, the College of Arts and Sciences (A&S) commissioned an external review of the Writing Program, and in their 2008 report, the reviewers argued that the University of Kentucky should separate the Writing Program from the Department of English and create a new department. In 2009, the Provost and the Interim Dean of A&S charged an interdisciplinary committee—the Committee to Consider Reorganization of Writing Units at UK (CCRWU)—to study the external review and to do further research. The CCRWU came to the same conclusion, advocating a reorganization of writing faculty and services into a single department that could meet the needs of writers across the university. They argued that such a department would provide:

Proposal for a Department of Writing, Rhetoric, and Digital Studies

1) A coherent structural approach to writing instruction
2) A one-stop shop for end-users and central identity on campus
3) One unit, with a clear leader, and more direct access to higher administration
4) Greater flexibility in meeting the needs of different colleges
5) A coherent approach to training writing instructors.

Based on the blueprints of these studies, planning for a Division of Writing, Rhetoric, and Digital Studies[1] began in Fall 2009, with initial faculty and lecturer hires (a total of 8) authorized by Dean Mark Kornbluh and Provost Kumble Subbaswamy. Five existing lecturers in English and two and half tenure-stream faculty moved to the Division, with Roxanne Mountford appointed Director. The newly organized faculty in the Division voted to seek departmental status in September 2010, having already received the blessing of the College and the Department of English to begin functioning as a semi-autonomous unit, with independent hiring plans and budgets. The two staff positions originally assigned to the Writing Program now serve the Division as a whole. The College of A&S provides business and other support services to the Division. After faculty hires in 2010, 2011, and 2012, the unit has enough faculty (9.25 tenure-stream faculty and 6 lecturers), staff (2), and TAs (65) to transition to department status without additional resources. The Department of English (now primarily on the 12th floor) and the Division (now fully on the 13th floor) have consolidated faculty and staff offices in Patterson Office Tower and operate with separate budgets.

WRD's faculty are experts in the history and theory of rhetoric, scientific and technical writing, composition theory and history, cultural studies of writing and rhetoric, and the role of emerging media on culture and society. Given our commitments to both knowing and doing (what the ancients called *phronesis*, or practical wisdom), our faculty are themselves accomplished writers; many are also talented producers of digital media (including documentary film production, web site design, TMI encoding, audio essay production, podcasting, and document design).

WRD faculty are also innovative program-builders. The Division played a leadership role (with the Division of Instructional Communication in the College of Communication and Information) in developing the innovative Composition and Communication Program, one of the first programs of its kind in the nation and a pillar of the UK Core General Education Program. The Division faculty are responsible for teaching and administering approximately 60% of the UK Core credits in Composition and Communication and also offer the highest percentage of courses fulfilling the Graduation Writing Requirement.

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[1] The College of A&S and the Provost approved the name "Writing, Rhetoric, and Digital Media," the name the Division used until Spring 2013. In order to avoid confusion with the Media Arts and Studies program in the College of CI (renamed after WRD's founding in 2010), the faculty voted to rename the proposed department and BA/BS on January 15, 2013. To avoid confusion in this document, we use the new name throughout.

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In addition, the Division provides tutoring services through the Writing Center for students and faculty and consults on the instruction of writing and digital media at the university (e.g., through leadership in Wired, the College of A&S's innovative residential college). Finally, since Spring 2011, the faculty in WRD have built on a small core of advanced writing and editing courses to build a new BA and BS in Writing, Rhetoric, and Digital Studies, teaching the new courses experimentally and refining the contours of the degree. The final elements of the undergraduate degree programs were approved in WRD on 2/21/12, and the Proposal was approved by the College of A&S in Spring 2012 and by the Undergraduate Council in Spring 2013.

JUSTIFICATION

1) *English and WRD have different missions.*

In 2009, the CCRWU studied benchmark institutions and interviewed department chairs (both of English and Writing and Rhetoric nationwide) as well as deans within the University of Kentucky. They also reviewed data gathered during the external review of the Writing Program and the conclusions of the external reviewers. The Committee learned that English departments nationwide vary in their interest in building a "culture of writing" at their universities. Some, including benchmark university Penn State, would never need a department of WRD, since degree programs within English and university services like the Writing Program and Writing Center are led by top rhetoric and composition specialists. Others have focused their energies and resources on building literary studies and have hired few rhetoric and composition scholars.

The University of Kentucky falls into the latter category. In establishing a highly ranked PhD in English with a focus on literary studies, the Department of English has long focused hiring requests on the needs of the literature program. As a result, up until 2008, UK's English department had only three dedicated faculty lines in rhetoric and composition at a time. These faculty were responsible for the three major writing units on campus at the time: the Writing Center, the Writing Program, and the Writing Initiative. "Because the English Department perceives these faculty members' work to be 'service,' tangential to its central mission of literary research," the CCRWU reported, "their role in the department is marginal, and additional hires (if left to the faculty governance process) are highly unlikely, especially in the face of significant losses in the Literature faculty. The marginal status and difficult workloads for writing faculty have also caused a major recruitment and retention problem—the last writing studies faculty member to leave served only two years" (8).

With such limited resources devoted to writing, the University has struggled to find the expertise to mount new courses to serve students across the disciplines. The Committee was especially sympathetic to the testimony of deans of other colleges, one of whom argued that "the University of Kentucky should be guided by research and expertise in writing, and . . . twenty-first century perspectives of writing—such as the importance of the digital age to contemporary practices—should be a greater focus of writing instruction." The Committee concluded that "Such expanded perspectives on writing and the needs of the campus community are more likely to occur if the three writing units are consolidated outside of

English, where requests for expanded expertise on writing are more likely to gain traction" (4). They further concluded that a department focused on writing studies would serve as a better home for any new faculty hires.

In addition, English, with a primary identity as a department of literary studies, has developed procedures for evaluating and promoting faculty who primarily publish monographs (the linguists can be evaluated on journal articles alone). This means that any digital publication or resource that we develop is "ancillary" to the work rewarded by English. Several of our faculty are leaders in the scholarly use of social and digital media. WRD's newly adopted by-laws allow us to promote and tenure a faculty member on work that is primarily digital in nature. Why is this important? If the University of Kentucky values cutting-edge instruction in writing, then it must hire and evaluate faculty who have adopted and work in multimedia as a primary outlet for their research and creative work. If standards of review and evaluation fail to keep pace with innovation, the University will not be able to keep these innovative faculty.

Another major difference between English and WRD is in our treatment of our lecturers. WRD regards lecturers as what they are: teaching faculty. Our lecturers are enfranchised and serve on all major committees (except Graduate Studies). The field of rhetoric and composition has a long history of working on the ethical treatment of contingent faculty, so when the University of Kentucky revised the lecturer ARs, we worked to make these appointments truly faculty positions. We have established a supportive and creative place to work, in which a lecturer who writes and produces documentaries is just as valuable as an associate professor who publishes books on digital media. Both help us build and create the curriculum the Commonwealth needs.

As a department, we will be able to reward all faculty for the innovative work we have hired them to do. If WRD remains in English, we do not know if we will be guaranteed direct access to the College of A&S to argue for new or replacement hires, and we certainly will not be able to apply our own metrics to promotion and tenure decisions. We believe department status is critical to our ability not only to hold on to the gains we have made thus far for the University of Kentucky but also to build on this success for the future.

2) An increasing number of our benchmark institutions are founding independent Writing Programs and Departments.

Prior to the mid-nineteenth century, English departments were unknown. Instead, colleges and universities employed rhetoricians who were responsible for teaching writing, speaking, and *belles-lettres*. This classical education required four years of training in rhetoric. The modern university is based on the German model of education, in which research and graduate education were dominant and disciplines organized around research rather than undergraduate education. The German education system recognized philology as a viable pathway of research in both ancient and modern languages, but the study of rhetoric was unknown.

As universities developed specializations in the United States, some preserved the dominance of rhetoric in undergraduate education by founding Departments of Rhetoric (e.g., the University of Michigan and Ohio State University). But such departments were

Proposal for a Department of Writing, Rhetoric, and Digital Studies

soon transformed into the English departments we know today, with writing and rhetoric relegated to support services rather than research subjects equally worthy of study as literature and philology. Frustrated with this climate, rhetoricians who taught public speaking began leaving English around 1914 to found departments of communication. But writing teachers largely stayed. Following a brief period of experimentation, a few universities founded hybrid departments that recombined instruction in speech and writing (e.g., the Department of Rhetoric at Iowa, which maintains this original mission). John Gerber founded such a program at Michigan State in the 1940s, and the Writing Program has remained in this separate department (now the vibrant Department of Writing and American Culture) to the present day.

The movement to reestablish rhetoric as an important university subject in the modern period began in earnest around 1963 within the Conference on College Composition and Communication. By 1984, at least a dozen graduate programs in rhetoric and composition had been established (Hairston 272), and in 2005, the NRC recognized rhetoric and composition as an emerging field of study, with more than 70 PhD programs in this area of specialization and in the related field of scientific and technical communication. More than one-third of all job announcements reported in the annual Job Information List of the Modern Language Association are in this field. In 2010, the National Center for Educational Statistics issued CIP codes for the field. There are now at least 33 departments of writing and/or rhetoric in the United States and many more autonomous Writing Programs (without departmental status) and 68 institutions offering 72 majors and tracks in writing and rhetoric. Because writing and rhetorical activity appear in all forms of media (old and new), many of these departments and majors include significant coursework in digital media.

Tables 1 and 2 below offer comparisons among institutions with departments similar to WRD. All of these departments began as and continue to be the home of university-wide writing programs. The University of Iowa's Department of Rhetoric offers one of the oldest hybrid courses in writing and public speaking in the nation. Iowa's faculty teach this curriculum, train graduate students from other departments to teach it, and serve as graduate faculty in English and Communication. Michigan State University's Department of Writing and American Studies offers both undergraduate and graduate degrees in writing and rhetoric and is unique nationwide because it is also the home for an interdisciplinary faculty in American Studies. Syracuse University's Writing Program (actually a department) also offers undergraduate and graduate degrees in writing and rhetoric. The University of Central Florida's Department of Writing and Rhetoric offers an MA program in addition to the required courses in composition. The University of Minnesota's Department of Writing Studies was founded as a program in scientific and professional writing in the College of Agriculture; the department moved to the College of Liberal Arts and was reorganized but continues to offer a major in scientific and technical writing, an MA, and a PhD. The University of Texas at Austin's Department of Rhetoric and Writing offers only the BA, but UT's faculty offer a highly respected track in rhetoric and composition through the English Department at the graduate level. In general, the larger the faculty of these units, the larger the size of undergraduate majors (Iowa, for example, does not have enough faculty to offer a degree).

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TABLE 1: Benchmark Comparisons of
Staffing and Institutional Status

Institution	Admin Unit	Location	Full-time Faculty	Faculty Joint Appt	Faculty Affiliate	Staff
U of Iowa	Dept	Liberal Arts & Sciences	4 + 11 lecturers	1	0	1 (with 4 shared)
Michigan State U	Dept	Arts & Letters	65	1	0	3
Syracuse U	Dept	Arts & Sciences	11	1	8	2
U of Central FL	Dept	Arts & Humanities	39	1	5	5
U of Minnesota	Dept	Liberal Arts	13	0	15	7
U of Texas, Austin	Dept	Liberal Arts	15	0	9	8

TABLE 2: Benchmark Comparisons of
Degrees Awarded Yearly

Institution	Major	Minor	MA	PhD	Certificate (UG)	Certificate (G)
U of Iowa	N/A	N/A	N/A	N/A	N/A	N/A
Michigan State U	40	0	8	7	0	0
Syracuse U	22	30	0	2	N/A	N/A
U of Central FL	N/A	N/A	3	N/A	N/A	3
U of Minnesota	21	N/A	6	5	N/A	N/A
U of Texas, Austin	21	0	6*	5*	N/A	N/A

*These degrees were awarded in English. The department has no graduate program of its own.

University of Kentucky's institutional benchmarks include English departments with significant PhD programs in rhetoric and composition. None have the significant numbers of faculty dedicated to the study and teaching of writing and rhetoric available at Michigan

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State or the University of Central Florida. For example, the University of Arizona English department, which has had a PhD program in rhetoric and composition since the late 1980s, employs only six tenure-line faculty in rhetoric and composition (two of whom are on phased retirement, and one of whom is an associate provost), out of a faculty that numbers just under 60. Literature faculty at Arizona overwhelmingly outnumber the other specialties (which include English as a Second Language and Creative Writing).

Part of the issue is the way that English studies has evolved—around historical literary periods and genres of literature. It takes a lot of faculty to represent every literary period and genre. In this sense, a migration of faculty from English into a department of writing and rhetoric is good for students and the institution as a whole, since English can focus hiring requests on fewer specialties, leaving a department like the one we are proposing to request and raise funds to hire specialists who can help us serve writers across campus.

3) *Creation of a Department of Writing, Rhetoric, and Digital Studies maximizes the benefit that a program in this area can provide to students.*

The University of Kentucky aspires to "prepare students for leading roles in an innovation-driven economy and global society" (Goal #1 of our Strategic Plan). A new department of WRD directly contributes to this goal by focusing resources and intellectual labor on improving student success across the curriculum (Objective 1.2) and by producing graduates who are prepared to succeed in professional and community settings (Object 1.3).

In 2010, the Association of American Colleges and Universities released the results of a national survey of employers. Of those who responded, 89% identified written and oral communication as an essential learning outcome that needed greater emphasis in higher education—the #1 item on the employer wish list. In addition, employers reported that greater attention needed to be paid to critical thinking and analytic reasoning (81%), applied knowledge in real-world settings (79%), complex problem solving (75%), teamwork skills in diverse groups (71%), creativity and innovation (70%), information literacy (68%), and civic knowledge, participation, and engagement (52%).

As a unit, WRD faculty are committed to providing students with immersion in twenty-first century literacy education: writing for multiple audiences in flat-print and digital environments and the study of rhetoric and social media. Through our current courses, proposed BA/BS, and future degrees, we will offer the Commonwealth of Kentucky (and surrounding states) graduates who are prepared to enter professional and community settings in which writing and advocacy (public and private) using old and new media is necessary. The courses will serve students with a variety of interests, including publishing, politics, the writing of literary non-fiction, environmental issues, community advocacy, science and technical writing, and business and entrepreneurship.

The learning goals requested by employers who responded to the AACU are specifically addressed in WRD's courses (both for UK Core and for the major). In our Composition and Communication courses, students receive intensive practice in written, oral, and visual communication; teamwork skills; and information literacy. In our more advanced courses, students also receive intensive study of and practice in rhetoric, which improves their critical thinking and analytic reasoning skills. Through our courses on multimedia, we provide

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opportunities for students to push on their own creativity and challenge them to invent new pathways for public expression. Finally, through service-learning opportunities and our planned internship program, students apply their knowledge of writing, rhetoric, and/or digital media in real-world settings. One example is a course taught by Jenny Rice, engaging students in gathering oral histories at the Lexington Farmer's Market, using old-fashioned interviewing skills and extensive narrative and analytic writing to create exciting new digital archives for the public. These kinds of educational experiences increase student success by linking students to real-world projects and requiring them to create effective digital and print-based documents that honor the people they have met in the community.

Attracting and retaining faculty who have a background and training in the field of rhetoric and composition means that the University of Kentucky can provide such innovative coursework. But it also means that the University of Kentucky has on hand professionals who have studied writing pedagogy (including professional writing, writing assessment, multimedia approaches to teaching writing, and literacy studies) and are prepared to provide leadership of writing services on campus such as the UK Writing Center and the Composition and Communication curriculum (as taught in A&S). We also tutor student athletes in writing (through CATS), provide leadership to Wired (the A&S residential college, which provides digitally-advanced courses), manage the Graduation Writing Requirement, teach writing in the Freshman Summer Program, and teach writing for students who qualify for the Academic Preparedness Program.

Even within English departments that have a strong number of rhetoric and composition scholars, first-year composition and writing services on campus are peripheral to literary studies and therefore considered lower status work. In contrast, departments of writing and rhetoric view teaching writing as *the core mission*, and leadership of first-year composition as a prestigious appointment. All upper-level courses are, in turn, grounded in the work of lower-division writing and the writing services that surround them. Creating a Department of Writing, Rhetoric, and Digital Studies is the best way to focus sole energy on preparing students for careers (or other coursework) in which twenty-first century writing skills are required. This is, arguably, good for all students.

4) *Creation of a department of WRD is good for the Commonwealth of Kentucky.*

A department of WRD benefits the Commonwealth of Kentucky in two ways: 1) by providing faculty who are deeply engaged in outreach and involved in the study of issues of public importance, and 2) by graduating students who can benefit the Commonwealth through their knowledge and skills.

As the CCRWU noted, an important consideration for the University of Kentucky has been how to attract and retain the best faculty in rhetoric and composition for the good of the Commonwealth. Since the Provost and the College of A&S authorized new hires in Writing, Rhetoric, and Digital Studies, the University of Kentucky has already hired and retained some of the best faculty in the country, known especially for their work in public rhetorics and digital media.

The first new hires in WRD included Adam Banks, who is the leading scholar in the nation in African American rhetoric and the digital divide; Jeff Rice, who is the rising star in digital

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media and writing studies; Jenny Rice, who studies public controversies and teaches innovative uses of new media and writing; and Janice Fernheimer, who studies rhetoric in the Jewish diaspora. (Vershawn Young, who studies performance studies and rhetoric, was also hired, but has since chosen to remain in the Department of English.) These scholars were all hired away from PhD-granting departments in rhetoric and composition on the promise of developing something new in the field of rhetoric and composition. They joined Mountford, Randall Roorda, and Bill Endres, an innovative scholar of the digital humanities. Two more tenure-stream faculty have now joined them: Steven Alvarez, a specialist in literacy among Hispanic immigrant groups, and Brian McNely, who works on writing and social media use in organizations (nonprofit and corporate). Also hired are talented lecturers with PhDs in rhetoric and composition (Abboud and Scalise) and English (Connors-Manke, Marksbury, Rogers-Carpenter), and a talented MA (Judith Gatton Prats, who was one of the first directors of the Writing Center).

In all that we do, WRD faculty work to connect our teaching and research mission with problems in the larger society. Rhetoric's crucial role in public life has been recognized for millennia, both as a focus of study and outreach. We extend rhetorical education to citizens and youth of the Commonwealth who are not enrolled at the University of Kentucky (e.g., through Adam Banks' community classes in Lexington and Versailles) and in contexts where civil discourse is in need of intervention, such as Israel and the Palestinian Authority (e.g., through Janice Fernheimer's development activities in the region). This outreach grows out of our faculty's investigations into public life. Adam Banks studies the digital divide within, and digital innovation of, African-American communities. Jenny Rice studies public controversies, identifying reasons why citizens choose not to become involved in problems in the community that affect them. Brian McNely studies the ways in which workplaces (commercial and nonprofit) utilize social media to facilitate writing. Steven Alvarez studies the efforts of immigrant families to learn spoken and written English, working to identify better modes of intervention.

Today's social and professional landscape requires educated participants who can move adroitly within media environments; understand the rhetorical frameworks of print and digital writing; and recognize, evaluate, and adapt to shifts in culture and technology, all the while understanding the ethical implications of their work. WRD will send graduates into the Commonwealth who can join a variety of professions in which these skills are valued, including marketing, business management, nonprofit leadership, publishing, and education. In addition, our undergraduate degrees will provide a firm foundation for students entering into professional schools, including law. By encouraging internships in the community, we also connect students to specific workplaces in the Commonwealth, which will increase their success after graduation and provide them with the experience of connecting their knowledge of writing and rhetoric in both old and new media to real-world situations. If a workplace chooses to hire some of our students after their internships have ended, the Commonwealth benefits directly from our work.

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MISSION STATEMENT

The Department of Writing, Rhetoric, and Digital Studies (WRD) serves the University of Kentucky, local Lexington communities, and the broader Commonwealth of Kentucky through the study and teaching of writing and rhetoric as social action in all genres and modalities. We teach our students and work with our constituents from the foundational idea that writing and rhetoric are important not only for professional success, but also for the development of an informed, engaged citizenry. We research and teach the production, critical analysis, and revision of visuals, texts, performances, and other persuasive practices across diverse social, disciplinary, and cultural contexts. As we explore innovative uses of digital media, we also critically examine the ways technology pushes us into new relationships and contexts for rhetoric and writing practices. Finally, we believe that writing, rhetoric, and the use and examination of digital media must move beyond the classroom, and, therefore, we practice and teach civic engagement, advocacy, community building, and critical inquiry in public spaces. We participate in the University of Kentucky's Land Grant mission of applied research and outreach.

ORGANIZATIONAL STRUCTURE

The new department reports directly to the Dean of the College of A&S and will be governed by the following By-Laws, passed in final form on 2/21/12.

By-Laws

Article I: Governance
Section 1: Membership

A. The voting membership includes all persons in the Department on regular appointment or half-time appointment holding the rank of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor and any persons enfranchised by the voting membership. Voting rights are subject to the conditions imposed by the University GRs and ARs and the Rules of the College of Arts and Sciences.

B. Non-voting members, including affiliated faculty and appointed/elected representatives for adjunct instructors, teaching assistants, and undergraduates, are welcome to attend Department meetings.

C. The Department defines "faculty" as anyone holding the rank of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor.

Section 2: Organization

A. Officers and Staff

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1. Department Chair (Tenured faculty position)
The Chair is selected by the Dean of the College, in accordance with university procedures and in consultation with the WRD faculty.

The Chair leads the department faculty in its development and execution of academic and service policies. For faculty meetings, the Chair (or the Chair's designee) prepares an agenda, circulates it in advance, and presides at all department meetings.

The Chair, in consultation with the faculty and the Steering Committee (as appropriate), is responsible for recommendations on the appointment of new faculty, promotions, reappointments, terminal appointments, post-retirement appointments, the granting of tenure, and decisions not to reappoint.

In consultation with the Steering Committee, the Chair appoints the Director of the Writing Center, the Director of Composition, the Director of Undergraduate Studies, the Director of Graduate Studies, and the chairs of all major committees. The Director appoints committee members in consultation with the committee chairs.

The Chair is responsible for preparing the departmental budget. The Chair shall seek the advice of the Steering Committee prior to forwarding the budget to the Dean. Upon approval of the budget, the Chair is responsible for administering the budget in accordance with University procedures.

As a general practice, the Chair shall seek the advice of members of the department in all matters related to their areas of responsibility. The Department Chair shall seek the advice of the appropriate departmental committees when making administrative decisions that fall under those committees' purview.

All substantial policies and decisions concerning programs and procedures, either academic or executive, shall be referred to the faculty by the Chair for their approval and ratification. However, when the matter demands an immediate response, the Chair is empowered to act without benefit of counsel. In such cases, the Chair must inform the faculty as soon as possible. Staff employees shall be consulted by the Chair, when appropriate, in the development of administrative policies and on decisions that directly affect staff employees.

Evaluation of the administrative performance of the Chair is the responsibility of the College. The Dean's office will conduct an evaluation at regular intervals. This evaluation will include participation by Department faculty and staff.

2. Director of Composition (Tenure-line Faculty position)
The Director of Composition reports to the Chair and supervises the teaching

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and assessment of WRD 110, WRD 111, WRD 203, and WRD 204. The Director of Composition oversees textbook selection; hiring, training, and supervision of mentors and instructors; student grievances; and transfer equivalency policy. The Director works closely with his or her counterpart in the Department of Instructional Communication (College of CIS) to ensure that CIS & WRD 110 & 111 are coordinated effectively. In consultation with the Chair, the Director works closely with the Vice-Provost for Undergraduate Education, the Associate Dean of Arts and Sciences for Undergraduate Education on General Education matters, and the Director of the Writing Center. The term of the Director of Composition is three years, renewable.

3. Director of the Writing Center (Faculty position)

The Director of the Writing Center serves the University at large in providing tutoring for writing, speaking, and visual design. The Director hires, trains, and supervises all consultants who serve in the Center. The Director of the Writing Center reports to the Chair of WRD and works closely with the Director of Composition.

4. Director of Undergraduate Studies (Faculty position)

The DUS oversees the development of undergraduate degrees and certificates and chairs the Undergraduate Studies Committee. The DUS is appointed by the Department Chair. The DUS works closely with the Department Manager, the College of Arts and Sciences, and other units within the University as appropriate. The DUS is responsible for preparing reports and requests for information concerning the undergraduate program, advising students, creating the schedule of courses for undergraduate degrees, tracking student placement, and working with the Department Manager and Department Chair to assign courses to faculty. The term of the DUS is two years, renewable.

5. Director of Graduate Studies (Future tenured faculty position)

The DGS oversees the development of a graduate program and chairs the Graduate Studies Committee. When a graduate program is approved, the Department Chair recommends the DGS to the Graduate Dean, who makes the appointment. The DGS is responsible to both the Graduate Dean and the Department for supervision of the graduate program. The DGS recruits new graduate students, advises graduate students, tracks student placement, and maintains proper and up-to-date records of all correspondence between graduate students, the Department, and the Graduate School. The DGS also develops the schedule of graduate course offerings and approves the assignment of graduate advisors. The term of the DGS is two years, renewable.

Section 3: Meeting Procedures

A. Principles. The Department reaches administrative decisions in a number of ways, including by vote in Department meetings, by vote in committees, and by the actions of administrators. We follow the general principle that the more important

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the matter to be decided, the more widespread and inclusive the deliberation about it should be. The Department highly values open discussion as a means by which to reach decisions.

The voting membership of the Department has the power to determine the by-laws of the department, the undergraduate and graduate curriculum, the hiring and promotion of faculty, and other matters of policy and procedure brought to the voting membership by the Department Chair. This power may be delegated to and administered by the officers and committees specified in Article I, Section 2 of these bylaws.

B. Department Meetings

1. Scheduling and Attendance. The full Department meets at least once per month during the academic year. Meetings will be set during a time that does not conflict with faculty teaching schedules. All faculty members are expected to attend. Regularly scheduled meetings will be set by the Chair at the beginning of the semester. At the discretion of the Chair, last-minute meetings may be called, ideally during a time that does not conflict with faculty teaching schedules.

2. Agenda and Minutes. In consultation with the Steering Committee, the Chair will set an agenda to be distributed in advance of each meeting. Minutes will be taken at every meeting and will be available to the faculty at the next meeting.

3. Voting Procedures. A majority of the voting membership constitutes a quorum. Robert's Rules of Order will govern the voting procedures (but not meeting procedures) during Department meetings. Normally, voting on a departmental issue will not take place unless the issue is indicated on the agenda. Except where written ballots are required by other regulations, decisions are by voice vote. Voting by proxy is not allowed. Any member present may request a secret ballot for personnel matters or especially contentious issues.

Section 4: Committees

A. Composition of Committees. Whenever possible, standing committees will have representation from Full-Time Lecturers as well as Tenure-Track Faculty. Committee chairs will receive a charge from the Department Chair each fall. Committee chairs will report regularly to the Steering Committee and as needed to the Department as a whole. Committee members normally serve a two-year term (first year staggered). The Department Chair will set up ad-hoc committees and/or task forces as necessary to support the Department's, College's, and University's mission and vision.

B. Committee Meetings

1. Scheduling and Attendance. Committees do the work of the Department,

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and so all committee members are expected not only to attend but also to contribute to the work of the committee to which they were elected/appointed. Regularly scheduled meetings will be set by the Committee chair at the beginning of the semester during a time that does not conflict with committee members' teaching/class schedules. At the discretion of the Committee chair, last-minute meetings may be called, ideally during a time that does not conflict with faculty teaching schedules.

2. Agenda and Minutes. Committee chairs do not need to set a formal agenda, but should inform Committee members of the focus of the meetings. Members will rotate duties taking notes and publishing meeting minutes. Committee chairs will assume responsibility for ensuring that the work of their committee is completed in a timely, ethical, and effective way.

3. Voting Procedures. A majority of the Committee membership constitutes a quorum. Normally, Robert's Rules of Order will not govern Committee meetings, but can be invoked by any member present to govern voting procedures. Except where written ballots are required by other regulations, decisions are by voice vote. Voting by proxy is not allowed.

C. Standing Committees

1. Steering Committee. The Steering Committee is chaired by the Department Chair. Half of the membership is elected by the Department membership as follows: one tenure-track faculty member and one full-time lecturer. The Department Chair appoints one tenure-track faculty member and one full-time lecturer in order to ensure balance on the Committee. The Steering Committee deliberates on educational policy, hiring priorities, curriculum, promotions and reviews, and other matters of policy and procedure brought to the Committee by the Department Chair. Minutes from the Steering Committee are kept by the Assistant to the Director of the Department.

2. Graduate Committee. When graduate programs are approved, the Graduate Committee will consist of the Director of Graduate Studies, two tenure-track faculty, one full-time lecturer, and one graduate student. The Graduate Committee oversees admissions, curriculum, and policy for graduate programs of the Department.

3. Undergraduate Studies Committee. The Undergraduate Studies Committee consists of the Director of Undergraduate Studies, one tenure-track faculty, one full-time lecturer, and one undergraduate student. The Committee oversees the BA in Writing, Rhetoric, and Digital Studies and any minor or certificate programs that may arise.

Section 5: Advisory Boards

The Department will also seek regular input and guidance from the following advisory groups:

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A. Student Advisory Board. The Student Advisory Board should be composed primarily of WRD majors and minors who meet at least once per semester to offer input about the Department's curriculum, events, student groups, and its overall goals. The Advisory Board may also plan events in support of the Department's goals. This advisory board will be chaired by a Full-Time Lecturer or Tenure-Track faculty member.

B. Community Advisory Board. The Community Advisory Board will be composed of local community members representing non-profit groups, employers, and laypeople committed to the Department's goals. This Advisory Board will give the Department input and guidance on ways its curriculum and events can help promote the development of an informed, engaged citizenry locally and throughout the Commonwealth and ways the Department can support the needs of employers, community groups, and everyday people as writers, communicators, and thinkers. This advisory board will be co-chaired by a Full-Time Lecturer or Tenure-Track faculty member and a community member.

Section 6: Amendment of By-laws

Any proposed amendments to these bylaws must be advertised and circulated in writing to all Department members at least one week prior to their consideration. Amendments and additions are approved by a two-thirds majority of all voting faculty.

Article II: Hiring, Review, Promotion and Tenure of Lecturers and Faculty

Section 1: Hiring Procedures

A. Hiring Priorities. The Steering Committee establishes hiring priorities for all faculty positions and makes recommendations on a hiring plan to the full Department for discussion and approval by a simple majority vote. The Chair also seeks input and approval for the hiring plan from the College of Arts and Science.

B. Hiring Committee. Once a search has been approved by the College, the Department chair appoints a Search Committee comprised of representatives of all Department constituents—tenured and tenure-track faculty, lecturers, staff, and, when appropriate, a graduate student representative. The Search Committee drafts the job description; reviews applicants' dossiers and writing samples; selects a short list of candidates; conducts initial interviews at appropriate professional conferences or via video conferencing, and recommends finalists for campus visits. The finalists' application materials will be available to all Department faculty.

C. Recruiting. While the Search Committee assumes most of the recruiting responsibilities, all members of the Department are encouraged to identify highly qualified applicants and to encourage them to apply.

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D. Campus Visits. Finalists' dossiers will be made available to all members of the faculty and staff prior to campus visits. Every member of the Department is expected to participate fully in finalists' visits—attending candidates' job talks, Q&A sessions, or other informal meetings—to supplement information gained from the dossier review. All Department members, graduate students, adjunct faculty, and affiliate faculty will be invited to share their impressions about the finalists with the Search Committee in writing. Based on these recommendations and their own assessment, the Search Committee will make hiring recommendations at a meeting of all Department members.

E. Voting Procedures. A meeting to discuss the finalists will be announced at least a week in advance to the Department membership and is held at a time that does not conflict with members' teaching schedules. There will be two kinds of votes taken at this meeting: 1) a vote on the acceptability of each candidate, and 2) a vote on their ranking. The Search Committee's recommendation on these two votes comes to the floor as a seconded motion. If in a simple majority vote the motion should fail on either of these motions, the Department members will vote on the acceptability and ranking of each candidate through paper ballot.

Section 2: Guidelines for Appointment, Review, Promotion and Tenure: Professors

A. Receipt of Tenure

Faculty members earning tenure in the Department will have contributed to the mission and needs of the department. To achieve tenure, they must demonstrate a significant, sustained contribution to their discipline, Department, College, and University.

Assistant professors earning tenure will have a strong record of successful (1) research and publication and (2) teaching, as well as an appropriate level of (3) service activity. Candidates seeking tenure will provide evidence of achievement in each of these three basic areas of performance. Substantial achievement in both research and teaching, and indications of future excellence in these categories, are necessary for tenure; because of the mission of WRD, local citizenship is also expected. An outstanding record in any one of these three categories alone is insufficient for tenure.

> **1. Research.** From the time of appointment, candidates for tenure must demonstrate a strong commitment to research and publication in the areas of writing studies, rhetoric studies, and/or digital media studies. We also recognize scholarly work presented in digital media (e.g., video production, digital installations) as contributing to WRD's mission under the category of research/creative activity. Because of the nature of the field, scholarship that focuses on learning and pedagogy (especially of writing) and results in traditional categories of research (peer-reviewed publications, conference presentations, and

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invited lectures and workshops) is valued the same as other research in similar categories. Also relevant are substantial external grants for projects that will contribute to knowledge in the field. Collaborative authorship is recognized as an established practice for scholarship in our field, and on-line publications are recognized as important and will be judged on their merit (e.g., peer-review, low acceptance rates, and level of prestige). It is important to emphasize that publications in new outlets count the same as publications in established ones. Finally, the Department rewards innovative uses of new media and recognizes that some important work is not peer-reviewed in the usual ways. In such cases, ex post reviews of such work by highly regarded scholars chosen by the Department can be submitted as evidence of merit.

Scholarly publications or activities include but are not necessarily limited to the following:
- Book-length publications, including traditional academic or creative publications, textbooks, co-authored work, translations, special editions)
- Digital projects
- Databases
- Peer-reviewed articles in print or online
- Other articles or essays
- Book reviews
- Grants
- Editing (special issues, etc.)
- Visiting lectures at other universities
- Keynote addresses (local or national)
- Peer-reviewed conference presentations
- Other conference presentations
- Workshops or other special events
- University presentations
- Peer reviews (of grants and other submissions)
- Editorial boards
- Other work on professional organizations in support of original research and creative activity

Tenure and promotion in WRD are awarded to faculty who produce significant scholarship that represents a cohesive, long-term scholarly project or agenda. Typically, candidates for tenure will be expected to present to reviewers evidence of sustained, scholarly achievement in one of two forms: (1) a book published in a reputable scholarly press or (2) a series of scholarly articles in peer-reviewed journals, along with other evidences. The Department also recognizes major digital work that represents substantial, original research as a possible centerpiece of a promotion and tenure case. Whether a faculty member presents a scholarly monograph, a collaborative book, a series of published articles, or a digital project as the major evidence

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of her or his scholarly achievement, that work must be peer-reviewed and the candidate should be able to demonstrate its value to the broader discipline and/or to trans-disciplinary conversations connected to rhetoric and composition. Junior faculty pursuing digital scholarship as the centerpiece of their tenure and promotion case must be able to demonstrate the value of their projects as scholarship, no matter what the venue or medium. In the case of digital scholarship, candidates will be required to demonstrate the value of the venues and media in which they publish and that the scope and rigor of the project(s) are comparable to that of a book or series of articles. Engagement with scholarship in the faculty member's field or sub-disciplinary areas, scope and/or originality of the scholarly argument, and innovative scholarly methods are among the ways a candidate can demonstrate the scholarly value of the work.

The Department recognizes co-authored books as equally viable evidence of scholarly achievement when (1) the book exhibits the scope, rigor, and quality that outstanding single authored books, and (2) when the candidate can clearly present his or her role in the collaboration.

2. **Teaching.** Candidates for tenure must demonstrate achievement in teaching in a variety of ways, which can be adapted according to each instructor's strengths, innovations, and involvement in the department.

The following teaching materials are required:
- Syllabi from every semester under review
- Student evaluations from every semester under review, when available. These will be collected electronically by the Department and will be made available to the senior faculty.
- A Statement of Teaching that details philosophy of teaching, successes, experiments (both successful and unsuccessful), and innovations. The Statement could also include curriculum development, classroom activities, teaching goals, efforts to promote student learning both inside and outside the classroom, comments from student evaluations, effective teaching methodologies, notable achievements in instruction, and other initiatives related to teaching.
- Numeric student evaluation of "Overall value of the course" and "Overall quality of teaching" for each course taught at the University of Kentucky.
- Peer classroom observations for each year in a tenure-track position at the University of Kentucky with a one-page written evaluation.
- Participation in or facilitation of teaching workshops
- Mentoring and/or advising students
- Leadership of or participation in curricular reform efforts

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The following categories are optional:

- Teaching awards
- Examples of student success (publications, awards, projects, etc.)
- Unsolicited letters or emails from students about your teaching/mentoring
- Development of service learning or internship opportunities for students

3. Service

The candidate will also write a "Statement of Service" that describes service to the department, the College, the University, the profession, and the community. These activities may include (but are not limited to) any of the following:

- Offices held in local or national professional organizations
- Reviews (institutional or individual, e.g., promotion and tenure reviews)
- Committee work
- Organizing events on campus
- Securing grants for community work
- Offering workshops
- Curriculum development
- Participation in orientation and new instructor mentoring
- Cross-departmental endeavors
- Participation in college-wide initiatives (e.g., certificate programs, summer programs)
- Outreach to K-12
- Community outreach

C. Promotion to Full Professor

Faculty members who wish to be promoted to full professor in the Department of Writing, Rhetoric, and Digital Studies are expected to contribute to the mission and needs of the Department. To achieve promotion, they must demonstrate a significant, sustained contribution to their discipline, Department, College, and University, earn a national or even international reputation for their work, and have a strong, sustained record of successful (1) research and publication, (2) teaching, and (3) service activities. Candidates for promotion will provide evidence of achievement in each of these three basic areas of performance.

Typically, candidates for promotion to the rank of Professor will be expected to present to reviewers evidence of sustained, scholarly achievement beyond the material considered for their previous promotion in one of three forms: (1) a book published in a reputable scholarly press, (2) a series of scholarly articles in peer-reviewed journals, or (3) a major digital project, along with other evidences, in each

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case. The Department also recognizes that in some cases, an associate professor may earn a national reputation for extraordinary achievements in the area of administration or community outreach. In the area of administration, the candidate will offer evidence of extraordinary achievement in leadership within the University of Kentucky. In the area of community outreach, the candidate will offer evidence of extraordinary achievement for work that connects the university with the community. The candidate must continue to provide evidence of ongoing, sustained outstanding research, teaching and advising, service and outreach, and good citizenship within the Department regardless of the primary category for promotion.

Section 3: Guidelines for Appointment, Review and Promotion: Lecturers

A. Appointment
Candidates for appointment to the position of Lecturer or Senior Lecturer must hold the MFA or PhD degree.

B. Reappointment

1. Reappointment Process
Deliberations about Lecturer reappointment, nonrenewal, and promotion to Senior Lecturer take place in the Spring semester of each year. The Steering Committee will conduct the reviews. Lecturers will submit materials in mid-March, and will be notified by April 15th of the decision of the Department.

2. Reappointment Decision
The Lecturer or Senior Lecturer will be *reappointed* if he or she has shown evidence of teaching excellence as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The candidate for reappointment will also have a record of excellence in the performance of any assigned nonteaching responsibilities and good citizenship in WRD.

3. Nonrenewal of Appointment
The Lecturer or Senior Lecturer on an initial one-year appointment will receive a *nonrenewal of appointment* if he or she has failed to perform well as a teacher (or in his or her nonteaching responsibilities) in the first year as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

4. Terminal Reappointment
The Lecturer or Senior Lecturer on a two-year appointment will receive *a terminal reappointment* if he or she has persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The

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terminal reappointment is for one year.

C. Promotion to the Rank of Senior Lecturer

In order to advance to the rank of Senior Lecturer, a Lecturer will have received a Ph.D. or MFA and demonstrated excellence in teaching at the University of Kentucky for at least five years. In addition, the lecturer will have a record of excellence in the performance of any assigned nonteaching responsibilities. To prepare for promotion review, the Lecturer will prepare a portfolio that provides evidence of achievement in teaching, service, and, if applicable, professional development. These materials can be drawn from the FMER portfolio.

1. Teaching

The teaching portfolio should demonstrate teaching effectiveness in a variety of ways, which can be adapted according to each instructor's strengths, innovations, and involvement in the department.

The following teaching materials are required:
- Syllabi from every semester under review
- Student evaluations from every semester under review, when available. These will be collected electronically by the Department and will be made available in full to all reviewers (i.e., no action is required).
- A self-reflective statement addressing teaching philosophy and instructional achievements across the period of review, including innovations and proposed new curricula. The discussion may also include efforts to promote student learning both inside and outside the classroom, comments from student evaluations, effective teaching methodologies, notable achievements in instruction, and other initiatives related to teaching.
- Numeric student evaluation of "Overall value of the course" and "Overall quality of teaching" for each course taught during the review period.
- Peer classroom observations for each year in a Lecturer position at the University of Kentucky with a one-page written evaluation.

The following teaching materials are optional:
- Teaching awards
- Examples of student success (publications, awards, projects, etc.)
- Letters or emails from students
- Participation in or facilitation of teaching workshops
- Evidence of pedagogical community engagement (e.g., service learning)
- Mentoring and/or advising students

2. Service

In a written Statement of Service, a lecturer will describe service to the

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department, the university, and the community. These activities may include (but are not limited to) any of the following:

- Committee work
- Organizing events on campus or in the community
- Securing grants
- Offering workshops
- Curriculum development
- Participation in orientation and new instructor mentoring
- Cross-departmental involvement
- Participation in college-wide initiatives (e.g., certificate programs, summer programs)
- Participation in national conversations about pedagogy (e.g., conferences, papers, symposia)
- Outreach to K-12
- Continuing education outreach (e.g., the Carnegie Center)

3. **Professional Development (if applicable)**

In a written Statement of Professional Development, a lecturer will describe professional development, creative activity, and/or scholarly activity. Publications and conference papers may be submitted along with the statement as evidence. These activities may include (but are not limited to) any of the following:

- Participation in national conversations related to the field(s) (e.g., conferences, papers, symposia)
- Multi-media projects
- Digital humanities projects and initiatives
- Publications and/or other creative works contributing to the mission of the Department

D. Appeals

To appeal a Promotion or Reappointment denial, a Lecturer may write a narrative explanation detailing how some aspect of the Promotion Portfolio may have been overlooked or undervalued. The Portfolio and the narrative appeal will then be sent back to the Steering Committee for a second review.

PERSONNEL ASSOCIATED WITH WRD

The Division of Writing, Rhetoric, and Digital Studies currently employs 15.25 FTE faculty (9.25 tenure-line faculty and 6 lecturers) and 2 staff members.

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All of the faculty and staff in WRD are officially appointed in the Department of English. They have permission by English to move into a separate department (see Appendix, Jeffory Clymer letter). These members include:

Faculty & Credentials

Rank	Name
Lecturers	Joshua Abboud. PhD, Rhetorics, Communication, and Information Design, Clemson University. Elizabeth Connors-Manke. PhD, English, University of Kentucky. Katherine Rogers-Carpenter. PhD, English, University of Kentucky. Brandy Scalise. PhD, Rhetoric and Composition, Penn State University.
Senior Lecturers	Thomas Marksbury. PhD, English, University of Kentucky. Judith Gatton Prats. Writing Center Director. MA, English, University of Kentucky.
Assistant Professors	Steven Alvarez. PhD, English, CUNY Graduate Center. William Endres. Assistant Professor. PhD, Rhetoric and Linguistics, Arizona State University. Brian McNely. PhD, Rhetoric and Writing Studies, University of Texas, El Paso. Jim Ridolfo. PhD, Rhetoric and Writing, Michigan State University.
Associate Professors	Janice Fernheimer. Director, Jewish Studies. PhD, English, University of Texas, Austin. Roxanne Mountford. PhD, Rhetoric and Composition, Ohio State University. Jenny Rice. Director of Composition. PhD, English, University of Texas, Austin. Randall Roorda. PhD, English Education, University of Michigan. (.25 FTE)
Full Professors	Adam Banks. Division Director. PhD, Rhetoric and Composition, Penn State University. Jeff Rice. Martha B. Reynolds Endowed Professor and co-director, Wired. PhD, English, University of Florida.

Staff & Credentials

Rank	Name
Program Manager	Deborah Kirkman. Associate Director of Composition. MA, English, University of North Carolina, Chapel Hill.
Staff Associate II	Georgia Diane Robertson. BA, Eastern Kentucky University.

Proposal for a Department of Writing, Rhetoric, and Digital Studies

PROPOSAL DEVELOPMENT PROCESS

In August 2009, Roxanne Mountford and Associate Dean Ted Schatzki brought to the then new Dean Mark Kornbluh the final report of the CCRWU, commissioned by Interim Dean Phil Harling and Provost Kumble Subbaswamy and chaired by then Dean of the College of Communications and Information Studies, J. David Johnson. The Committee had agreed unanimously that different writing units on campus (namely, the Writing Program, Writing Center, and Writing Initiative) should be merged into one unit; the majority agreed that this new unit should not be a mere service unit in the university but rather a department with degrees and a research mission. Mountford and Schatzki also presented Kornbluh with the new General Education Proposal that had been passed in principle by the University Senate in May 2009 and called for the development of an interdisciplinary Composition and Communication Program. New funding was required both to build the C&C Program and to respond to the recommendations of the CCRWU. In Fall 2009, Kornbluh authorized a hiring plan for an appropriate unit that would at first be housed in English.

That unit became the Division of Writing, Rhetoric, and Digital Studies. In March 2010, Kornbluh appointed Mountford as the Division's founding director and authorized WRD to begin reporting directly to the College for budget and hiring requests. Mountford, who had been Writing Program Director (one of the three units consolidated into the Division), was charged with developing undergraduate and graduate degrees in writing, rhetoric, and digital media; she was also given many of the responsibilities of a department chair, including developing separate governance systems, hiring, and proposing and managing a budget. She also served as a liaison between English and WRD on tenure and promotion, reappointment reviews, and faculty merit evaluations for WRD personnel, which are technically conducted by English. The Writing Center Director, Director of Composition, Director of Undergraduate Studies, and two staff members now reported to Mountford. The responsibilities of the Writing Initiative Director were later transferred to WRD, though the Writing Initiative itself had been dissolved.

In August 2010, the Dean and the Department of English gave WRD permission to seek departmental status if they wished to do so, and in September 2010, the faculty in WRD voted to seek departmental status. The faculty decided that the next step was to develop a BA/BS, since the expertise of the faculty was not being fully utilized by teaching and administering general education courses and the few undergraduate courses in writing that rhetoric and composition faculty in English had previously developed.

The BA/BS was passed by the College of A&S's Educational Policy Committee in Spring 2012 and is now with the University Senate. Guidelines and procedures for the merit review of faculty and lecturers were unanimously approved by the faculty in Fall 2011. The Steering Committee also designed WRD's Mission Statement and By-laws, and the faculty passed the final version on March 6, 2012. This Proposal represents the research and efforts of both the WRD Steering Committee and the College of A&S.

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TIMELINE FOR KEY EVENTS IN PROPOSED CHANGE

As reported throughout this proposal, many of the proposed changes that will be needed for WRD to become a department have already been accomplished. A summary (Table 3) is presented below.

TABLE 3: Timeline for Proposed Reorganization

Semester	Events
Spring 2010	Division Director appointed; 5 faculty, 2 lecturers, and 1 postdoctoral scholar hired
Fall 2010	English and College of A&S give permission for WRD to become new department; WRD votes to become new department. WRD teaches pilot sections of UK Core Composition & Communication.
Spring 2011	WRD hires 2 new lecturers. Begins work on governance documents and undergraduate degree. Pilots new undergraduate courses.
Fall 2011	WRD is granted a separate budget. 65 TA lines appointed to WRD, allowing WRD to continue to support MA and PhD students in English as well as qualified graduate students from other departments. Writing Center begins reporting to WRD. New Writing Center Director appointed. WRD pilots more new undergraduate courses and continues work on governance and degrees. C&C curriculum begins.
Spring 2012	WRD proposes new BA/BS. College of A&S approves BA/BS. WRD passes By-Laws. WRD hires two new tenure-line faculty. WRD begins reviewing GWR courses. More new undergraduate courses piloted.
Fall 2012	WRD submits proposal for Department Status. WRD begins work on graduate degree(s).
Spring 2013	WRD BA/BS approved by Undergraduate Council.
Spring 2014	WRD becomes a Department. First WRD Chair appointed. WRD BA/BS approved.

FINANCIAL VIABILITY OF PROPOSED UNIT

The College of A&S and the Division of Writing, Rhetoric, and Digital Studies do not anticipate that any additional costs will be incurred by creating a Department of Writing, Rhetoric, and Digital Studies. It is also worth adding that the current WRD faculty is sufficient to support our current responsibilities as well as the proposed undergraduate degrees. Based on current projected major figures, WRD faculty will need to teach a total of 7 WRD courses (200-level and above) per semester in the first year of the program for majors (and not including students from other disciplines who expect to take our courses). WRD already teaches a minimum of 10 sections per semester and can support as many as 25 sections with existing faculty. All WRD faculty will continue to teach 100-level courses. Lecturers teach a minimum of 4 WRD 110 or 111 courses per year; tenure-line faculty teach a minimum of 1 WRD 110 or 111 course per year (most teach 2). We also have sufficient

Proposal for a Department of Writing, Rhetoric, and Digital Studies

faculty to support the Writing Center and the management of the Graduation Writing Requirement.

WRD already has dedicated professional and support staff. No additional staff is needed for a new undergraduate degree program.

WRD 110 and 111 courses have course fees attached, and these additional revenues are earmarked for the UK Core courses to cover equipment costs and technological-consumables attendant to those lower-division courses.

The Department of English and WRD have reorganized, grouping all WRD faculty and staff on the 13th floor of Patterson Office Tower, with separate copy rooms and storage space. Funds will be budgeted to make minor changes to three individual faculty offices to create a main office and chair's office (the 13th floor does not have main office space). The Writing Center continues to serve students and faculty across campus from its home in William T. Young Library.

In short, the funding and facilities needed for a Department of WRD have already been established. (See Appendix for letter from Mark Kornbluh, Dean of A&S.)

EVIDENCE OF SUPPORT

The Department of English and the College of A&S support this proposal (see letters from the Chair of English, Jeffory Clymer, and Dean Mark Kornbluh in the Appendix). The College has played a key role in consolidating the writing units now housed in WRD, providing direct reporting lines to the Dean, facilitating the migration of faculty in WRD to the 13th floor, establishing a separate budget, and hiring WRD faculty. English has supported WRD's efforts to build an undergraduate degree, transferring several English courses to WRD. Finally, in August 2013, following three years of discussion and negotiation, English faculty voted overwhelmingly to endorse WRD's application for department status.

PROPOSAL'S IMPACT ON CURRENT AND FUTURE STUDENTS

The 2008 external review of UK's Writing Program and 2009 CCRWU report both recommended a department of writing for the sake of UK's undergraduate population. This proposal answers these recommendations. In the Justification section above, we detail the ways in which this proposal will have a positive impact on current and future students. With the ability to hire and promote specialists in rhetoric and composition, WRD will ensure that University of Kentucky graduates can write and design effective arguments in the digital age. We will do so by producing our own graduates, by providing robust coursework to students in other majors, and by supplementing in-class instruction across the curriculum through the UK Writing Center, which we staff with writing and digital media specialists (including faculty, graduate students, and undergraduate peer tutors). Because our unit also provides leadership on writing instruction across campus, we impact current and future students by

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influencing educational policy. Our complete proposal for a BA/BS in Writing, Rhetoric, and Digital Studies further supports claims about the value of a degree in our area of disciplinary expertise (see Appendix). In creating these majors, we have taken care to continue serving English majors by cross-listing popular courses our faculty once taught in English, such as ENG/WRD 301: Style for Writers, and by making all of our courses available to English majors, with the exception of WRD 395 and 399.

WRD faculty have already begun recruiting students into experimental sections of our new courses through internal advertising and announcements at events we sponsor (e.g., the Undergraduate Writing Symposium). We will not begin advertising and outreach within the Commonwealth until the BA/BS in WRD is formally approved.

While it is premature to discuss how this proposal will impact graduate students, we have affirmed in several meetings that our first effort will be to establish a professional degree (either a terminal MA/MS) that will prepare graduate students for employment requiring advanced skills in professional writing, document design, and digital production. Such a degree would be unique in the Commonwealth and provide students with access to an employment sector currently underserved by Kentucky universities.

ASSESSMENT

As we note in the History section above, the CCRWU offered five compelling reasons to consolidate the Writing Program, the Writing Center, and the Writing Initiative into a single department. We consider these to be our first strategic goals:

1) A coherent structural approach to writing instruction
2) A one-stop shop for end-users and central identity on campus
3) One unit, with a clear leader, and more direct access to higher administration
4) Greater flexibility in meeting the needs of different colleges
5) A coherent approach to training writing instructors.

To these we would add:

6) New degrees that offer cutting-edge approaches to conceiving and teaching writing and rhetoric in the digital age
7) Graduates for the Commonwealth empowered to write and compose (using digital media and visuals) effectively for audiences of all kinds.

Because the writing units on campus have already been consolidated, we can offer preliminary assessment on items #1-5 above.

Goal #1: Provide a coherent structural approach to writing instruction.

In 2009-10, the newly created Division of Writing, Rhetoric, and Digital Studies helped lead curriculum reform in the teaching of writing and public speaking, creating the Composition and Communication Program with the Division of Instructional Communication in the

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College of Communication and Information. The core value underlying this program is that instruction in "composing" and "communicating" should be consolidated so that students make connections among the rhetorical principles involved in writing, speaking, and designing visuals. That we should recognize our colleagues in Communication as our close allies in this effort was another core value. Our first major achievement was the successful *cross-college creation of the Composition and Communication Program*, including interdisciplinary training of faculty and teaching assistants in 2010 and 2011. In this way, we achieved a coherent approach to the training of writing instructors. With a separate budget, WRD began employing more graduate teaching assistants from other disciplines, including History, Communication, and Philosophy, which has extended our pedagogical influence beyond our original borders.

Goal #2: Provide a one-stop shop for end-users and central identity on campus.
Goal #5: Provide a coherent approach to training writing instructors.

Our second major achievement was a strategic alignment of the Writing Center with the goals of WRD. The Writing Center created a new web presence and began offering tutoring and workshops in the strategic use of visuals and multimedia in composing in support of the new Composition and Communication curriculum. We hired Rachel Elliott, an instructor who holds the MFA in Fine Arts and has experience teaching visual design to undergraduates, to offer these courses and to reconstruct the Writing Center web pages. The Writing Center increased its hours, began employing more faculty and teaching assistants, and added digital cameras and computer graphics programs to its overall resources. The Writing Center served more than 2,000 students and staff last year. In the first month of the Fall 2012 semester, the Writing Center's preliminary data show that we will more than double those numbers in the 2012-13 academic year. The new organizational structure has therefore benefitted the entire university community by expanding the reach of the Writing Center as a resource for multimodal composition across the curriculum.

Despite the CCRWU's report, the Graduation Writing Requirement's (GWR) Tier Two plan was revised by an Undergraduate Council subcommittee without representation from WRD. Following a negative review in Senate Council of this subcommittee's proposal, the WRD Director, Roxanne Mountford, worked with then Associate Provost Michael Mullen to revise the proposal. The first proposal had removed further instruction in writing as a requirement; the new proposal requires writing plus either oral presentation or visual presentation to be taught in the undergraduate major. This proposal should go forward in Senate Council in Fall 2012. In the meantime, WRD has assumed the role of reviewing GWR courses and has, since Fall 2011, been reviewing transfer equivalencies for the GWR. Because the GWR was administered from the Provost's Office, there has been a delay in the consolidation of this work under WRD. However, the response of the Senate Council to the revised GWR allowed WRD to assume intellectual leadership of what once was the Writing Initiative. With this recent change, WRD has finally become a one-stop-shop for end-users.

Goal #3: Establish one unit, with a clear leader, and more direct access to higher administration

One of the most important shifts in WRD's status within A&S has been the elevation of the WRD Director to the Council of Chairs. In this role, Roxanne Mountford has been able to bring visibility to WRD's work and to assume a leadership role within the University,

Proposal for a Department of Writing, Rhetoric, and Digital Studies

including service on the Provost's Committee on Budget Metrics. WRD was granted an endowed chair position for the recruitment of Jeff Rice, who has become a co-director of Wired, the residential college for A&S, and the key leader in the digital innovation attendant to this project. Jenny Rice has assumed a leadership role on the UK Core Oversight Committee. Bill Endres is serving on a Faculty Advisory Board for UK IT. Finally, Adam Banks has become important to university-community relations, creating digitally-mediated outreach programs in the African-American communities in and around Lexington.

In these ways, WRD is already assuming a clear leadership role at UK in the teaching of writing and in the realignment of writing for employment in the twenty-first century. Our connection with upper administration includes direct reporting/service to A&S and service on committees administered by the President's and Provost's offices.

Goal #4: Greater flexibility in meeting the needs of different colleges.

The CCRWU also recognized that in an independent department, faculty devoted to writing studies would likely provide better support in the teaching of writing to other disciplines. In fact, WRD continues to be the primary unit to offer UK Core and GWR courses. However, with the ability to make new hires, WRD successfully recruited a specialist in workplace writing (Brian McNely), who will guide us in our development of our business writing, technical writing, and new professional writing courses. With expansion of courses in these areas, WRD will be able to provide more specialized writing courses to STEM and B&E majors.

Finally, we have organized and proposed new degrees that offer cutting-edge approaches to teaching writing and rhetoric in the digital age. These degrees, if approved, will provide graduates for the Commonwealth who are fully prepared to write and compose effectively (using digital media and visuals) for audiences of all kinds. (See Appendix for the full BA/BS Proposal.)

As we have argued throughout this proposal, WRD has achieved these preliminary goals in its current liminal position as a semi-autonomous unit. Departmental status will provide us with even greater visibility within the institution and capacity to meet our strategic goals.

ACCREDITATION AND OTHER IMPLICATIONS OF REORGANIZATION

This reorganization primarily impacts units within the College of A&S. The Writing Center and the functions associated with the Writing Initiative have already been consolidated within WRD in its current status as a Division.

Implications for accreditation by SACS are negligible. Some faculty credentialing work will be re-directed to this new department rather than the Department of English, and one new strategic plan will be required.

Proposal for a Department of Writing, Rhetoric, and Digital Studies

Proposal for a Department of Writing, Rhetoric, and Digital Studies

CONCLUSION

It is an opportune moment for the University of Kentucky to found a department focused on writing, rhetoric, and digital studies. State and federal support of public universities is in decline, challenging all scholarly disciplines to align their research, teaching, and outreach with issues of local, national, and global concern. The discipline of rhetoric is more relevant than ever before, helping citizens understand now as in antiquity how to make their case with civility and grace. Rhetoric and composition, the contemporary expression of this ancient field, moves the principles of rhetoric into twenty-first century contexts, where writing and multimedia are ubiquitous. Providing a departmental home for this discipline gives shelter to writing services at the University of Kentucky while advancing the study and practice of writing, rhetoric, and digital media in the Commonwealth. For all these reasons, we ask that our proposal be approved.

Proposal for a Department of Writing, Rhetoric, and Digital Studies

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August 26, 2013

Mark Kornbluh, Dean
College of Arts & Sciences
202 Patterson Office Tower
University of Kentucky

Dear Dean Kornbluh:

After a thorough and open discussion at the English Department's August 19th retreat, the Department voted to endorse the separation of the English Department and the Writing Rhetoric and Digital Media Division into separate Departments. The vote was 28 in favor and 3 opposed. As Chair, I also endorse the separation and believe it is in the English Department's long-term interest.

As the vote indicates, support for the creation of separate departments is now strong, with over 90% of voting English faculty in agreement. During the meeting, faculty expressed several concerns, including potential competition for students with a new WRD Department, "turf battles" over future course offerings, the potential for difficulty arising from English graduate students teaching mostly outside the Department, and anxiety about the effects that may follow from a changed University budgeting model. At the same time, a large majority believes that the WRD faculty are distinct in intellectual orientation, academic pursuits, and departmental goals. We anticipate that the College will help to mediate any disagreements that may arise. Indeed, this vote was motivated by the College's leadership and by English faculty's desire to work collegially and effectively with WRD as it develops.

English believes that the College has laid the groundwork for close and positive relationships with WRD. The July 22nd College memo guaranteeing 42 teaching lines for ENG graduate students and 5 for LIN graduate students in the WRD program provides a beneficial level of institutional stability. If and when the WRD writing curriculum changes, we anticipate working with WRD faculty and the College to maintain the steady employment of ENG and LIN students in WRD as a collective priority. English also looks forward to working with WRD on joint intellectual opportunities for our units and on developing fruitful connections between our courses and degrees.

Going back at least fifty years, the English Department at the University of Kentucky has a long history of nurturing successful units that go on to become independent and significant contributors to the University's mission. While the last few years have been challenging, we anticipate developing an array of strong ties to WRD that benefit both departments, the College of Arts & Sciences, and the University as a whole.

Sincerely,

Jeffory A. Clymer
Professor and Chairperson

APPENDICES

A: Letters of Support from Christine Riordan, Provost, and Mark Kornbluh, Dean of the College of Arts and Sciences

B: 2009 Report of the Committee to Consider Reorganization of Writing Units at the University of Kentucky

C: Proposal for a BA/BS in Writing, Rhetoric, and Digital Studies

Proposal for a Department of Writing, Rhetoric, and Digital Studies

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August 23, 2013

To whom it may concern:

I am writing in the strongest possible terms to support the proposal submitted by the Division of Writing, Rhetoric, and Digital Media to become a department in the College of Arts and Sciences. In the College's opinion, it is an opportune moment in time (1) to enhance attention to writing and rhetoric as key media of social interaction, especially in the digital environments that increasingly dominate commerce, education, and home, and (2) to strengthen the education of students at the University of Kentucky in this area. The establishment of a Department of Writing, Rhetoric, and Digital media is an intellectually sensible and institutionally effective way of achieving these ends.

As an historian, I take a long view on current developments. With the rise of the Internet, we are currently undergoing a shift in literacy practices that is as dramatic as the one that followed the development of the printing press in the fifteenth century. Gutenberg's invention allowed for the mass production of books, spreading reading to the public. The Internet now allows anyone with access to a computer to publish their own writing and to create their own visuals, vastly increasing the speed with which ideas are communicated in new public spaces. The College needs a unit that is keyed to and a leader in digital media education. The current Division of Writing, Rhetoric, and Digital Media has been at the forefront of changing how writing and communication are taught at the University. It joined with the Department of Communication to create an integrated UKCore Composition and Communication Program that combines multiple literacies in one two-sequence course. It has also introduced a spate of innovative new courses both in writing writ large and in the digital realm. To date, however, the Division has not reached its full potential

The Division is currently housed in the Department of English. As the proposal details, the missions of our English Department and Division of Writing, Rhetoric, and Digital Media (WRD) do not coincide. The differences are most acute in the area of digital research and instruction, which constitute a key focus of the WRD faculty and curriculum. Moreover, the distinct needs of the Department and the Division can too easily be seen through zero-sum lenses, according to which maintaining the literature component of the Department excludes serious investment in the Division. Even before I became Dean, two UK committees—an external review committee and an internal intercollegiate one—concluded that it would be best to establish WRD as an independent department. At my previous institution (Michigan State), furthermore, I had seen splendid teaching and research conducted in that institution's unique Department of Writing and American Studies. Consequently, when I became Dean I decided that the business of writing and rhetoric, and especially their instruction and study in digital environments, could be best enhanced by the establishment of an autonomous WRD Department.

The benefits of an outstanding faculty devoting their time to teaching and research in this area are manifold. The need for good writing and for an appreciation and mastery of the subtle power of rhetoric will never die so long as humans interact and language does not devolve solely into oral speech. Students' abilities to succeed in many areas of their subsequent lives are only strengthened if they possess these capabilities. The Commonwealth, too, obviously benefits from a citizenry that enjoys these skills, through a more clairvoyant public sphere and through the greater attractiveness such a citizenry has for business investment, to mention just two benefits. Teaching of and research into these matters is only enhanced by the increased focus on them brought by the existence of a separate department.

The creation of this Department will not require any additional resources. The Division currently has sufficient faculty, staff support, and teaching resources to exist as a department. The College, moreover, is fully committed to maintaining the resources needed to keep the Department flourishing in the future. Quality instruction and research into writing and rhetoric, especially—given current social trends—in digital media, are just too important not to highlight and to provide students sustained and focused opportunities in.

The subject matter is so important, and the institutional context so configured, that the most effective and auspicious way to continue outstanding instruction and research in the areas of writing, rhetoric, and digital media is to establish an autonomous department dedicated to them. The College wholeheartedly supports WRD's proposal to become this department.

Sincerely,

Mark Lawrence Kornbluh
Dean

Committee to Consider Reorganization of Writing Units at UK

April 1, 2009

Process:

In December 2008 Provost Subbaswamy and A&S Interim Dean Harling charged the Committee to Consider Reorganization of Writing Units to make recommendations on whether to consolidate the institution's three writing units (the Writing Initiative, Writing Center and Writing Program), and where to locate the new administrative structure. From January 2009 through March 2009 the Committee met at least bi-monthly (and often more) to consider these questions. The Committee began by reviewing the current administrative structures of the three writing units. It reviewed a set of documents attendant to the Writing Program's external review (see Appendix I) as well as two in-house benchmark reports (see Appendix II). The Committee also conducted a series of interviews with internal constituencies and external leaders in the fields of writing and English (see Appendix III for list of interviewees).

Committee members included:

- J. David Johnson, *Chair*, Communications and Information Studies
- Tom Clayton, Department of English
- Janet Eldred, Writing Initiative, Writing Center, and Department of English
- Philipp Kraemer, Chellgren Center and Department of Psychology
- Roxanne Mountford, Department of English
- Jane Peters, Department of Art
- Randall Roorda, Writing Program and Department of English
- Ted Schatzki, Arts and Sciences
- Marsha Watson, Director of Assessment

- Kirsten Turner, Arts and Sciences (provided administrative support for the Committee)

Recognizing that there are strengths and weaknesses to every potential administrative home of a consolidated writing unit (these are expanded on in later portions of this report), the Committee reached the following recommendations:

1. the three units should be consolidated into one administrative structure (with one committee member dissenting)

2. the consolidated unit should not be housed in the Office of the Associate Provost for Undergraduate Education (unanimously supported)

3. the University should relocate the administrative responsibility of the three integrated writing programs to the College of Arts and Sciences as a first step toward the creation of a new department (with two committee members dissenting and one abstaining)

The following report details these recommendations and offers dissenting opinions where the Committee did not reach consensus.

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Section I: Consolidation of the Writing Units

Identified Advantages of Consolidation

Coherent structural approach to writing instruction
The importance of undergraduate writing at the University of Kentucky, and indeed at all institutions of higher learning, cannot be overestimated. As a core communication skill, writing competence is a key expectation of UK's external constituencies – accreditors, employers, graduate schools, parents, among others – and thus a principal element of UK's new General Education requirements.

The skill of writing cannot be developed within the constraints of a single semester or academic year, or a single course or even a set of courses; rather, the development of writing skill requires multiple, reinforcing learning experiences across the entirety of the undergraduate experience. These learning experiences must build upon each other in a coherent, planned sequence augmented by mentoring and/or tutoring experiences which provide the scaffolds students need to be successful. Coordinating the activities, approaches, and pedagogical strategies of three separate units with different reporting lines in order to deliver consistently a coherent series of developmental learning experiences would be in the best circumstances enormously challenging; at worst, it can result in a hodge-podge of activities that may or may not assist writing novices to develop their skills. The Dean of the College of Engineering, interviewed by the Committee, put it this way: three different writing programs "seems not commonsensical." There seems to be at this time a "piecemeal" approach to writing instruction across campus. Consolidation into a single writing unit, lead by either a single administrative writing scholar, or an administrative committee of writing scholars, would provide the opportunity for a focused approach to curricular planning. Such an administrative structure avoids any possible problems of upper-level administrators of different writing units imposing conflicting agendas or priorities. The various academic activities and services the consolidated unit provides could be thus restructured for greater coherence guided by the best practices and cutting-edge approaches of scholars in the discipline.

One-stop shop for end-users and central identity on campus
If planned for and implemented appropriately, consolidation of the three writing units could result in a "one-stop shop" for the "end-users" of writing support services, the vast majority of whom would likely be writing students. With a consolidated writing unit, current resources could be pooled and used more efficiently. In this way, centralization of these services would encourage expansion and enhancement of support services to other important UK constituencies through community outreach, online consultation, etc., as some benchmark institutions have done (see Appendix II Turner Benchmark). A one-stop shop would of course result in the establishment of a central identity on campus for writing instruction and support services.

One unit, clear leader, more direct access to higher administration
A significant benefit of consolidation would be the elimination of tangled reporting lines that can result in poor communication, inefficient allocation of resources, and the possibility of the various writing units working at cross-purposes. Perhaps more importantly, a consolidated writing unit with a clear, unitary administrative organization led by an individual writing professional or committee of writing professionals would be a far more effective advocate for writing programs with upper administration and

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the campus community at large, both in terms of resources and approach. This unified administrative structure would promote coherence in the activities of the unit through its single articulated vision and mission.

Streamline the budget, enhance efficiency
While a benchmark analysis of writing units at twenty-eight research institutions reveals no consistent pattern in terms of the institutional organization of such units, it is clear that consolidation and centralization of writing instruction and services would stimulate efficient use of scarce resources by allowing current resources to be pooled and strategically directed to where they are most needed to improve undergraduate writing at UK. A single mission and vision could drive a unitary strategic plan, denoting both short- and long-term strategic goals that could in turn drive an efficient budgeting process.

Greater flexibility in meeting the needs of different colleges
The enhanced ability to plan strategically and use resources efficiently that will accompany consolidation means that UK's writing programs would be far better positioned to meet the needs of students and other key constituencies. Greater organizational efficiencies yield enhanced flexibility, and this would be particularly useful in terms of how UK writing programs are able to individualize their assistance to the various colleges and their programs.

Coherent approach to training writing instructors
The unified mission, vision, and approach to writing theory and practice that can result from consolidation of the three writing units would provide a sound foundation upon which to build an integrated and cohesive development program for all writing instructors. Certainly, UK students would benefit from clearly focused and more pedagogically consistent writing instruction, including UK graduate students whose TA responsibilities include writing instruction.

Identified Disadvantages of Consolidation

Uniform perspective on writing
Because the three writing units serve different constituents on campus and have quite different reporting structures, their consolidation into a single unit raises questions about their continued diversity and independence from one another. Will consolidation curtail each unit's ability to serve its unique constituents effectively? In response to this question, some universities that have consolidated their writing programs and writing centers into a single unit within a college have allowed their writing across the curriculum programs to report to the provost (*e.g.*, the University of Minnesota). Other universities have consolidated their writing centers and writing across the curriculum programs and placed them under a dean or provost while leaving their writing programs within English or another program (*e.g.*, Miami University of Ohio). As our Benchmark Analysis suggests, "The centralization or decentralization of the institution's writing units is highly dependent on the campus culture and individual history of the units" (Appendix II, Turner Benchmark, page 1). Funding opportunities unique to each campus are among the historical influences on these decisions.

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Consolidation at UK should not be viewed as an impediment to the three writing units' independence, since all three units serve the entire campus in unique ways while their directors work closely together. However, consolidation within English, considered by the External Review of the Writing Program to be an inadequate home for the Writing Program, may be a step backward in the quest for maintaining a diverse perspective on writing instruction. In his comments to the committee, Dean Devanathan Sudharshan argued that writing at the University of Kentucky should be guided by research and expertise in writing, and that twenty-first century perspectives of writing—such as the importance of the digital age to contemporary practices—should be a greater focus of writing instruction. Dean Thomas Lester also argued for more faculty specialists in technical writing. Such expanded perspectives on writing and the needs of the campus community are more likely to occur if the three writing units are consolidated outside of English, where requests for expanded expertise on writing are more likely to gain traction.

Separation as a risk to current faculty
While consolidation does not necessarily mean separation from English, it is a possible outcome. Therefore, it is important to consider the impact of separation on the four tenure-line faculty who provide leadership on writing instruction for the entire campus.

Having a tenure home in English is a professional disadvantage for specialists in writing studies. The values identified in the External Review influencing the place of writing in English also affect hiring, merit evaluations, tenure and promotion, and work load allocation for tenure-line faculty with a research focus in writing. Their status is only slightly improved if the writing units are consolidated outside English but their tenure home remains in English. Decisions on hiring, tenure, promotion, evaluations, and work-load will remain in the hands of English, and the status of the current writing studies faculty will continue to be marginal. This situation will change only if writing studies faculty can control their own hiring and tenure and promotion cases. Therefore, if the three writing units are consolidated and moved into a separate program, that program should be moved toward departmental status as soon as possible.

In addition, small programs or departments may be at risk for elimination during difficult budgetary moments or under the leadership of less sympathetic administrators. The four current faculty in writing studies are already a group too small for their combined administrative and leadership obligations. Without adding to their number, it will be difficult to establish curricular innovations needed to bring a more robust and sustainable culture of writing to this campus. The External Review provides a rationale and a place to begin discussions on hiring and establishing a separate department focused on writing studies (see the White Paper developed by Eldred, Mountford, and Roorda in Appendix I).

Potential harm to English
Because the Writing Program offers 75% of all academic credit hours in English, reallocation of funds is inevitable should the three writing units be consolidated and relocated outside of English. English departments can and do survive without their Writing Programs, of course. At Michigan State University, whose Writing Program has been in a separate department since the 1940s, the Department of English has long survived as a separate unit, as have departments more recently separated from writing (*e.g.*, at The University of Minnesota, Syracuse University, and The University of Texas at Austin).

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The most important problem for English will be the possible disarticulation of an independent Writing Program from the Graduate Program in Literature. The professional development in the teaching of composition provided by the Writing Program is critical for the success of Literature PhD students on the job market. While it is realistic to assume that many if not most of the TAs employed by an independent writing program will be drawn from English, other departments also welcome this training for their TAs. The greater competition from TAs from other programs may mean that Literature PhD students may not earn as many coveted professional opportunities, such as mentoring new TAs. It may mean that PhD students must apply for TA positions rather than have them granted as a part of their admissions package. Greater competition will be good for writing instruction at the University of Kentucky, and the success of History TAs in the Writing Center suggests the benefits of a more interdisciplinary pool of TAs for all three writing units. While these changes will no doubt be unwelcome in English, they will not necessarily have a detrimental effect on the Graduate Program in Literature. The College of Arts and Sciences should be mindful of these issues in its planning, *e.g.*, by encouraging memoranda of agreement for all departments and programs that send TAs to the three writing units (see Turner Benchmark, Appendix II, which suggests memoranda of agreement for lecturers as well).

Some faculty in English articulate a loss to their disciplinary home should the writing faculty move to another program, not unlike the feeling that surrounded discussions over the establishment of a separate Department of Linguistics. For faculty who envision a more well-balanced curriculum and research agenda for English than currently exists, consolidation of the writing units outside of English may indeed constitute an intellectual loss. However, as our Benchmark Analysis concludes, "Interviewed colleagues remark that the writing units are deeply related in purpose, and thus can benefit immeasurably when placed under the same administrative structure—both in terms of efficiencies and effectiveness" (Turner Benchmark, Appendix II, page 4).

Dissenting Opinion Regarding Disadvantages of Consolidation

(written by English Department Chair Tom Clayton)

A study of benchmark English departments (see Appendix II) revealed two themes that are relevant to the discussion of writing unit reorganization at UK, beyond the overall trends in benchmark data. Relative to trends, it is very unusual to remove first-year writing programs from English departments. Indeed, in UK's 19 benchmarks institutions, 15 writing programs are administered in English departments. In the last decade, only two writing programs have been removed from benchmark English departments. During the same period, four benchmark universities considered the removal of writing programs from English departments but rejected the proposals. Why have so few been removed, and why have most recent removal proposals been rejected? Answering these questions introduces the two major disadvantages of consolidation identified by UK's benchmark English departments.

First, removal holds great potential to damage English departments. At most benchmark English departments, as at UK, the graduate program is integrally connected with the writing program. Resources made available by universities for the provision of first-year writing directly support the teaching assistantships that English departments use to attract the most promising graduate students. Further, writing programs advance dual, integrated pedagogical missions in English departments. Of course they

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provide first-year writing to university undergraduates. They also provide pedagogical training and professional development to the English TAs who teach most writing program classes, and who will be the next generation of English professors. Within English departments, these dual missions support one another. At institutions where writing programs have separated from English, however, these missions have sometimes disengaged, to the detriment of English departments. At the University of Florida, for example, where the writing program was removed from English in 2004, the writing program administration at first refused to employ English graduate students as teachers; the director's sole agenda was stability and experience in the provision of first-year writing, not the education of new teachers. Though this conflict was resolved by the development of a protocol guaranteeing teaching positions for English graduate students, it illustrates a significant danger for English departments of writing program removal. When writing programs are removed from English departments, mission disarticulation may occur, and English departments may lose resources necessary to attract and train graduate students. As the chair of one benchmark department put it, without the writing program "why would English even need a graduate program?"

Second, removal of writing programs from English departments poses significant dangers for writing program faculty. At benchmark institutions, as at UK, writing programs are administered by a small number of tenure-line faculty with research and teaching interests in rhetoric and composition. Unless these faculty leave English for a new unit that enjoys considerable financial investment from the central administration, they may find themselves at risk. Some will find themselves affiliated with a service unit that will never be able to develop a national research profile. Others will find themselves in a unit whose size makes it vulnerable to changes in university leadership and priorities, particularly in poor budgetary environments; one need only look to the University of Florida to see that even tenure-line professors may find themselves casualties in severe budget crises. Along with damage to English departments, the risks for rhetoric and composition scholars may explain why so few benchmark writing programs have been removed from English departments in the last decade, and why most recent proposals for removal have been rejected.

Section II: Administrative Home for Consolidated Writing Unit

During its deliberations the Committee developed a framework for evaluating the ideal administrative home for a consolidated writing unit. The three options under-consideration (the Department of English; the College of Arts and Sciences; and the Associate Provost for Undergraduate Education) were evaluated based on the following criteria:

1. Serve undergraduates well by delivering quality undergraduate writing instruction
2. Personnel
    a. Hire and retain those with expertise in writing from a broad pool
    b. Train effectively a cadre of instructors (*e.g.*, TA's, FTL's, and postdocs)
    c. Offer career development
3. Adaptability to needs of different university units and colleges
4. Centrality- promote institutional connectedness and synergy, develop an identity
5. Attract appropriate resources (especially through development opportunities)
6. Accountability to whole campus

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Chart 1. Summary of Three Options across Identified Evaluative Criteria.

	Department of English	College of Arts and Sciences	Associate Provost for Undergraduate Education
Serve UG with Quality Writing Instruction	Mission to serve UG in tension with graduate program	Mission to serve UG becomes more central - runs the risk of becoming dominant role if remains a program (not dept) without a research mission	Mission to serve UG runs the risk of becoming a service unit
Personnel	Access to resources for personnel is less, but offers academic home to tenure/lecturer lines	Greater access to resources, uncertainty as to where to house tenure/lecturer lines	Moderate access to resources for personnel, but not necessarily T/TT faculty, most uncertainty as to where to house current faculty lines
Adaptability	Less flexibility to meet the needs of different units/colleges	More flexibility to meet the needs of different units/colleges	Most flexibility to meet the needs of different units/colleges
Centrality, Connectedness, and Synergy	Another layer added to working across-campus, harder to develop an identity	More ability to work across-campus to build a University-wide program, able to develop an identity	Option with greatest ability to work across-campus, able to develop an identity
Development - Fund-Raising Opportunities	Similar levels of access to College development resources	Slightly more access to College development resources	Access to University Development Office, but no dedicated officer
Accountable to Whole Campus	Less likely to be accountable to entire campus	Moderate ability to be accountable to entire campus	Best ability to be accountable to whole campus

Option I: Department of English

According to Professor Duane Roen, one of the two external reviewers to the External Review of the Writing Program with whom the Committee consulted, there are three different kinds of English departments: those that identify as their mission the cultivation of a culture of writing in their department

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and university and do so successfully, those that say they want to develop a culture of writing but do not (for any number of reasons), and those that are categorically against developing a culture of writing. Professor Roen's assessment is that The University of Kentucky's English Department falls into the middle category: a department that has neglected writing, though not necessarily through malice or conscious intent. For this reason, the External Review of the Writing Program recommends a separation from English so that the three writing units might focus on research and instruction in writing as a primary mission. The Committee concurs with this assessment.

The culture of the department is a complex one, and influenced in part by outside forces. In the 1990s, the Council on Postsecondary Education declared that The University of Louisville would become the home of a PhD in Rhetoric and Composition, and that The University of Kentucky would become home to the PhD in Literature. Assumptions about the needs of the Literature Program dominate department planning, and indeed, the department has hired some of the best literature faculty in the nation. As a result of this laudatory (and state-mandated) focus, the English Department has never employed enough rhetoric and composition faculty to fulfill all the leadership needs in writing. Since the late 1980s, when under Department Chair Kevin Kiernan English made its first hires in rhetoric and composition (Eldred and Mortensen), the English Department has never devoted more than four faculty lines devoted to writing studies. At the present moment, four faculty (one of whom is an assistant professor with a joint appointment in Engineering) manage the three writing units, each of which require major administrative oversight (staff, multiple committees, and external outreach inside and outside UK). Because the English Department perceives these faculty members' work to be "service," tangential to its central mission of literary research, their role in the department is marginal, and additional hires (if left to the faculty governance process) are highly unlikely, especially in the face of significant losses in the Literature faculty. The marginal status and difficult workloads for writing faculty have also caused a major recruitment and retention problem—the last writing studies faculty member to leave served only two years.

The primary argument put forward by English against reorganization is that disarticulation of the Writing Program from English will damage the Graduate Program in Literature. The two English department chairs whom the committee consulted by phone stressed this point. The chair at Penn State, which has one of the best PhD programs in rhetoric and composition in the nation, argued that having a Writing Program within the department provides stable employment to graduate students and thus stability to a graduate program. However, she conceded that for the purposes of undergraduate education, better funding and stability might come from separating a Writing Program into a College. The Chair of English at Minnesota, where there is a separate Department of Writing Studies, echoed both points, adding that because "there is no content to writing, writing's placement in English is an historical accident." (The Chair of Minnesota's Department of Writing Studies offered a strong vision for a curriculum in writing at the undergraduate and graduate level, countering the charge that writing has no content.)

While the English Department at Kentucky laments the possibility of losing its Writing Program and rhetoric and composition faculty, the Department has not articulated an intellectual vision that might meld the important role that writing plays in a twenty-first century world with the goals and direction of what is, still, primarily a Department of Literature. The most eloquent appeal came from Associate Professor Andy Doolen, who represented an ad hoc committee in English formed to explore ways to improve the

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status of the rhetoric and composition faculty in English. Professor Doolen suggested that there is likely support among the faculty for an MA program, a graduate certificate, and an undergraduate degree in writing studies and the designation of writing studies as one of several areas of excellence. This proposal has not yet been approved by English. The difficulty with the plan for this Committee's purposes is the fact that the three writing units would still be asked to compete with the Graduate Program in Literature for hiring and resources. If the English Department had a broad mission and dedication to developing a culture of writing like many of our benchmarks (*e.g.*, Ohio State, Penn State, North Carolina State University), a different outcome to our deliberations (and the External Review of the Writing Program) would be likely.

Alternative Version of Option 1: Department of English

Note: The Committee thought it was important that contrasting views be included. As a result two versions of Option 1 are offered. The first reflects the sense of the Committee. The second is written by Department Chair Tom Clayton.

The English Department has been delivering quality instruction in writing to university undergraduates since the 1920s. In the late 1980s, the department started hiring faculty with dedicated training and interests in rhetoric and composition. In the last several years, the rhetoric and composition faculty have begun to develop an identity distinct from the English Department as it is currently oriented. The rhetoric and composition group have now taken a further step in articulating this identity, by endorsing a plan to leave the department and create a separate unit.

Many in the English Department regret the movement away by the rhetoric and composition team. The department's Ad Hoc Committee on Writing Program Separation recently articulated four recommendations for making the department a more amenable home for research and practice in writing; these goals relative to curricular reform, administrative restructuring, department governance, and resources were greeted favorably by the full department in a faculty meeting on 9 March 2009 (Appendix VIII; follow this link to these goals in the department meeting minutes), and discussion continues. The receptivity of the department to issues of concern among rhetoric and composition faculty suggests that English remains a viable home for the Writing Program—or, indeed, for a unit that consolidates the Program with the Writing Center and / or the Writing Initiative.

The English Department relies on the expertise of the rhetoric and composition group in writing matters, even as we rely on the creative writers, the linguists, and the literature and film scholars for expertise in their areas of inquiry and practice. There would be no structural barriers to the rhetoric and composition group accomplishing new goals for university writing—to meet the evolving needs of different units and colleges; to adapt writing instruction to changing communication environments; to respond to emerging assessment and accountability standards—from an academic and administrative home in the English Department. It would, however, require a commitment in the department, and in the rhetoric and composition group, to work toward these goals together. The English Department has stated its preference to remain a diverse community that includes rhetoric and composition, and the department has articulated its willingness to engage in curricular and structural reforms to realize this preference.

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With commitment, issues that could be presented as structural barriers to progress could be remedied. To be sure, the English Department does not have a great deal of control over resources for staffing an expanding writing unit. At the same time, it is important to recall recent history: Over the last decade, the English Department has stated priorities and otherwise made decisions that have led to the hiring of four tenure-line faculty members in rhetoric and composition; as a percentage of faculty-group size, this investment in rhetoric and composition dwarfs faculty investment in all other program areas in the department. Of course there have been times when other program priorities in English have militated against recommending hires in rhetoric and composition—but this same competition happens among departments in the College, and among colleges at the university level. There can never be a guarantee of growth for a single unit in a system with broad needs. That said, if the university or College were to prioritize rhetoric and composition over other needs and provide dedicated resources, the English Department would energetically embrace that priority—as indeed we did last year, when, even as literature searches were cancelled, we enthusiastically endorsed the opportunity to hire two tenure-line professors in rhetoric and composition.

With or without growth in faculty numbers, there is enormous potential for pedagogical and curricular innovation in rhetoric and composition in English. The department relies on the rhetoric and composition group for knowledge and excellence in teacher training, and we would welcome ideas for changing, improving, or otherwise advancing the writing-instructor-training program for the benefit of university undergraduates, graduate students, and other writing teachers. It is true that English cannot provide enough graduate students for all instructional demands in writing (see Appendix II.9, page 5; also at this link). Certainly one solution would be to expand the allocation of English TA lines to graduate students in other disciplines, as is already happening on a limited basis. The rhetoric and composition faculty could also build a graduate presence in the department, through MA and / or Ph.D. concentrations (as already exist at the MA level for linguistics and TESL). In addition to their contributions as writing instructors, graduate students with dedicated interests in rhetoric and composition would enrich the intellectual life of the English Department, even as their professors would continue to do.

There need be no structural barriers to the enhancement of writing in the English Department, whether that enhancement means program aggregation, faculty expansion, or curricular, pedagogical, or staffing adaptation. All that is required is a new way of thinking by all constituents. The report of the Ad Hoc Committee on Writing Program Separation provides a framework for beginning this important reform.

Option II: College of Arts and Sciences

The College offers both virtues and uncertainties as a possible home for a writing unit that consolidates the Writing Program, the Writing Initiative, and the Writing Center. The two principal forms such a unit could take in the College are a program, such as GWS and social theory, and a department. An advantage of housing the unit in the College is that it could initially be established as a program, decisions about transforming the program into a department postponed, and the transformation, if decided on, straightforwardly effected.

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Another advantage of placing a consolidated unit in A&S is that its intellectual leadership and most of its actual and potential teaching resources are already found there. English, where resources and leadership are presently located, is in A&S. So, too, are other departments that traditionally prize writing and could provide teaching personnel. A college unit could also be more flexible than a department one is in employing personnel from other colleges (though less flexible in this regard than one located in the provost's office). The concentration of actual and potential resources in A&S suggests two further likely desirable repercussions of locating the unit there. The first is a smoother evolution from the present teaching cadre mix of faculty, lecturers, and TAs to a well conceptualized proper mix. The second is that writing instructors will be better taught and enjoy enhanced career development. The reason for the second likely repercussion is that unit leaders will have both unmediated control of resources and direct lines of communication with A&S administration (through which, *e.g.*, they can request additional resources). These direct lines of communication will also strengthen the ability of the unit, with the help of the A&S Dean, to solicit resources from the provost and to develop intercollegiate financing arrangements. A final advantage of a College home over a department one is that such a home will facilitate the development of a writing identity, encourage synergies among writing teachers and researchers, and increase energy, all important ingredients in enhancing the delivery of instruction and strengthening research on writing.

An advantage of a college home over a provost one is that the latter bars the establishment of degree programs in the unit. Relatedly, housing the unit in A&S keeps it closer to the world of research and makes it harder for it to degenerate into a pure service unit. Lastly, the College will be better able than a unit on a higher level is to protect the integrity of the English graduate program.

Housing the unit in A&S has more uncertain implications in three areas. One is the interface between the unit and other colleges. Although the College will presumably be better positioned structurally than a department is (and worse positioned than a provost unit is) both to meet the needs of other university units and to be accountable to the whole campus, there is no guarantee; matters such as this sometimes rest on personalities rather than on structural position. This issue is important also because, although the college—in embracing a wide spectrum of fields—is a fertile place to engage and promote literacy with graphical and visual media, this effort is best served through collaboration with other units, for instance, design, art history, engineering, and communications. Developing a comprehensive approach to writing, communication, and graphical literacy and pedagogy is a desideratum in today's world. The second area for which implications of housing the unit in A&S are uncertain is developmental possibilities.

A third uncertainty concerns the treatment of regular title series writing faculty. Existing faculty are tenured in English. Making a consolidated writing unit an A&S program would result in faculty tenured in one unit dedicating 100% of their effort to the activities of a different unit. These faculty will also often or periodically have nonstandard DOEs. This situation has uncertain implications for the promotion to full of present writing associate professors and for the tenuring of new faculty who are hired in this field. The possible pitfalls that this third uncertainty harbors can be eliminated only by transforming the program into a department, which action will also make the unit a more attractive place to potential hires. Minus this transformation, uncertainties will linger: a nondepartment A&S writing program is an unstable entity.

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Mitigating the first two uncertainties are two considerations. First, because the College will respect the university's strategic needs, it is likely to be responsive to other university units and willing to collaborate with them. Second, consolidating the current pieces of writing on a broad platform in the College signals that the university accords writing importance. This signal will enhance the stature of the teaching of writing on campus. This, in turn, might accelerate the development of ties with other units, elevate the unit to greater responsibility, and make writing a more attractive prospect for major gifts. This situation will also strengthen the unit's ability to retain teaching personnel.

Finally, the College believes that it can manage the establishment and evolution of a writing unit relatively easily. It has considerable experience managing smaller academic units and can embrace one more. Whether it has the resources to do this depends on what is implemented or envisioned. The administrative staff required for a consolidated writing unit is already budgeted in the College as the administrative staff presently assigned to the writing program and writing center. In a sense, moreover, the teaching resources presently dedicated to writing can simply be moved over to the new unit, thus reproducing the teaching presently offered without added expenses. In these two regards, the formation of a consolidated writing unit in the College can be, roughly, budget neutral. English, however, plans to remove the "W" from a number of its present 200-level W courses. Although, moreover, the department is also developing a new ENG 205 course to substitute for these present W courses, it plans to set enrollment caps for sections of 205 that are lower than the caps of the latter. This entails that implementing a consolidated unit in the College will require new resources if (1) it is implemented in a way that respects English's justified desire to remove the W from some of its 200-level courses and (2) the total number of students currently taking ENG W courses is to be served after the change. Beyond this, because the ideal teaching mix of lecturers, professors, post-docs, instructors, and teaching assistants differs from the present mix, moving toward this ideal will require further new resources. And, of course, moving the unit toward department status—which is required if a robust textual and graphical writing program is to be offered to the entire campus—will require even additional resources beyond all these (see Appendix II.4)

The proposed Gen Ed learning outcome number two course template envisions the substitution of a three credit course for the present required four credit ENG 104 writing course. If this template becomes university policy, savings will result. These savings can underwrite the implementation of a consolidated unit in the College. It is clear, however, that evolution toward an ideal teaching personnel mix or toward the establishment of a writing department that is capable of covering new media and serving the entire university will require substantial resources from outside the College. The College cannot on its own handle more than the implementation of a consolidated unit—and even this assumes savings from the Gen Ed reform.

Regarding a Degree-granting Department. Many members of the committee find a degree-granting department the most attractive option. A department enhances the university's ability to compete for, hire, promote, and retain faculty with expertise in writing, rhetoric, and new media. A department also does not confront the above alluded to issues concerning the tenuring and promotion of faculty who are technically in one unit but who work in another. A department, furthermore, can deliver first-year writing while also allowing for a richer curriculum that includes programs for undergraduate majors and minors and for graduate degrees and certificates; combined with faculty research, these programs will result in

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improved pedagogy and more imaginative and variable writing and graphic options. Finally, a department facilitates community outreach, the likelihood of attracting research grant funds and development monies, and the possibility of attaining national prominence. This option does have problems and possible pitfalls. Perhaps most obviously, a department costs more than a program does. Being both new and small in size, moreover, it would be vulnerable in poor budget times. A writing studies one with a strong research focus could also forget its roots in service. As long as writing remains a University concern, however, these problems will be mitigated.

Option III: Associate Provost for Undergraduate Education

The rationale for assigning administrative responsibility for undergraduate writing programs to the Associate Provost for Undergraduate Education (APUE) is based on at least four considerations: (1) Teaching of writing transcends the responsibility of any one academic college or department; (2) centralized administration of the writing initiative could facilitate expansion of writing intensive courses by avoiding the reluctance of departments and colleges to participate in programs perceived to be aligned with one college or department; (3) the potential advantages of (2) could be extended by an integrated model of writing instruction (i.e., the Writing Initiative, Writing Program, and Writing Center managed as a unit); (4) both instructional and curricular aspects of undergraduate writing could be enhanced by placing writing programs together with other units and programs targeted to support undergraduate education. One advantage of such a structure is that it could facilitate a more coherent, intentional approach to general education and the first-year experience of undergraduates.

In order for these advantages to be realized, however, the domain of the APUE must be appropriately configured. The ideal model would be a general college; one that includes faculty appointments, salary lines for instructors (adjuncts, lecturers, PTIs, and TAs), a professional advising staff, and additional educational support staff. Currently, the Provost's expectation for the domain of the APUE does not include any sense of a general college. Consequently, placement of an integrated writing unit under the APUE offers few benefits and considerable risks. One conspicuous risk is that the status of writing instruction could degenerate. Without the support and commitment of an academic department, undergraduate programs within a research university are often less well supported, nurtured and protected. Another concern is that whenever instructional programs are detached from an academic department, responsibility for the oversight of the curriculum is dissociated from the implementation of the curriculum; i.e., responsibility for determining what is to be taught and responsibility for the actual teaching and management of teaching falls to different sets of individuals. This dissociation contradicts the conventional functional structure in which all aspects of an academic program are integrated and assigned as a responsibility to the same group of full-time, tenured faculty.

Given the current configuration of the domain of the APUE and the pressing need to improve undergraduate writing instruction, it is not in the best interest of students or faculty to move administration of undergraduate writing to the APUE.

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Option IV: Alternative for an Administrative Home

The Committee considered alternative administrative homes of a newly consolidated writing unit, including a graduate center, decentralized campus centers, and an interdisciplinary program in the College of Communications and Information Studies. Of these other options, the Committee explored the last most fully.

Program in the College of Communications and Information Studies

Another general option would be to move the three consolidated writing units to another college. Both Engineering and Agriculture have substantial interests and resources invested in communication programs of various sorts and might be interesting alternatives, but the college that received the most attention was Communications and Information Studies. Oral and written communication have been linked in USP's communication requirement for over a decade with prior university reports recommending a closer linkage between written and oral communication courses often associated with a focus on rhetoric. The proposed GERA reforms make this linkage even closer under the communication rubric. Communication has also been linked to the Writing Center through its CommSult program historically. CCIS as an institutional home for the consolidated writing units also has a number of other advantages: the college is receptive to a variety of title series, differential assignments for its faculty; its graduate program is shared across the entire college; the experience of the School of Journalism and Telecommunications faculty with convergence and new media; and a faculty in the School of Library and Information Science who are very interested in information literacy. These last two advantages also would establish a starting point for very interesting synergies that could provide the foundation for innovative approaches to the emerging digital age.

A move to CCIS also has some compelling disadvantages: CCIS has a professional/disciplinary focus that might hamper campus-wide writing initiatives; the question of where to tenure writing/composition/rhetoric faculty would still be problematic; inadequate administrative staffing (*e.g.*, no associate dean for undergraduate education); further distancing the writing units from their traditional home in English; distancing the units from the pool of potential TAs in Arts and Sciences; and a lack of adequate physical space. Most importantly in the eyes of the soon to be departing current dean are: the traditionally inadequate funding for oral communication and reluctance to increase said funding centrally; one of the highest student to faculty ratios on campus for the college's current majors that make taking on a major new responsibility very problematic; and taking on this major new responsibility, in a relatively small college, would inevitably entail the creation of a new unit within the college merged with oral communication. Finally, most of the writing faculty now are humanists, familiar with the A&S tradition; communications as a field has grown increasingly professional in focus. It draws heavily from social science conventions.

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Proposed Undergraduate Degrees in Writing, Rhetoric, and Digital Studies

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PROGRAM INFORMATION

Degree Title: Bachelor of Arts / Bachelor of Science
Major Title: Writing, Rhetoric, and Digital Studies
Primary College: College of Arts and Sciences
CIP Code: 23.1304
CIP Title: Rhetoric and Composition
CIP Description: A program that focuses on the humanistic and scientific study of
                   rhetoric, composition, literacy, and language/linguistic theories and
                   their practical and pedagogical applications. Includes instruction in
                   historical and contemporary rhetoric/composition theories;
                   composition and criticism of written, visual, and mixed-media texts;
                   analysis of literacy practices in cultural and cross-cultural contexts;
                   and writing program administration.

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OVERVIEW

In a 2008 external review initiated by the College of Arts and Sciences and a 2009 internal study commissioned by the Provost and the Interim Dean of A&S, the University of Kentucky identified the need for stronger writing instruction and a department that could meet the needs of writers across the university. Based on the blueprints of these studies, the Division of Writing, Rhetoric, and Digital Media was founded in Spring 2010, and the newly organized faculty in the Division voted to seek departmental status in September 2010. The Division's name has since changed to Writing, Rhetoric, and Digital Studies. The Writing Program and Writing Center were consolidated into the Division, and the Division played a leadership role (with the Division of Instructional Communication in the College of Communications and Information Studies) in developing the innovative Composition and Communication Program, one of the first programs of its kind in the nation and a foundation for the UK Core General Education Program. The number of faculty dedicated to the teaching of writing, rhetoric, and digital studies grew from two tenure-track professors (in Spring 2008) to seven tenure-track professors and eight lecturers (in Spring 2012). In Fall 2012, two more assistant professors joined the Division. The Division faculty are responsible for teaching and administering 60% of the UK Core credits in Composition and Communication and also offer the highest percentage of courses fulfilling the Graduation Writing Requirement. In addition, the Division provides tutoring services through the Writing Center and consults on the instruction of writing and digital media within the university (e.g., through leadership in Wired, the College of Arts and Sciences' innovative residential college).

Dedicated to the humanistic study of writing and rhetoric in all its forms, including emerging media and literacies, in a variety of cultural settings, the faculty in Writing, Rhetoric, and Digital Studies propose to bring to the Commonwealth the first dedicated degree in writing and rhetoric. The primary goal of the proposed BA/BS is to offer the Commonwealth of Kentucky (and surrounding states) graduates who are prepared to enter professional and community settings in which writing and advocacy (public and private) in old and new media is necessary. The courses will serve students with a variety of interests, including publishing, politics, the writing of literary non-fiction, environmental issues, community advocacy, science and technical writing, and business and entrepreneurship. A major in the Writing, Rhetoric, and Digital Studies will equip students with a knowledge of history and theories of rhetoric; critical tools for engagement with popular and professional texts and digital objects; the ability to create compelling arguments across a variety of media; and methods for participating in public and academic discussions at local, national, and global levels.

Our proposed program is consistent with the University of Kentucky's values of civic engagement and social responsibility. The BA/BS in Writing, Rhetoric, and Digital Studies emphasizes students' ethical development, students' capabilities as critical and independent thinkers, and students' need to be active participants in their own learning. Rhetoric's crucial role in public life has been recognized for centuries, and study in this discipline helps students recognize, value, and understand different cultural perspectives as they learn to express their own critical stances clearly and effectively. A rhetorical education requires students to engage with the ethical implications of language use, an engagement that will

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

allow them to act as committed citizens in their local communities and in society more broadly. Such study is a traditional cornerstone of a liberal arts education, particularly important in an era in which the forms of information exchange have been so dramatically altered by the Internet. Today's social and professional landscape requires educated participants able to move adroitly in digital environments; to understand the rhetorical frameworks of print and digital writing; and to recognize, evaluate, and adapt to shifts in culture and technology, all the while understanding the ethical implications of their work.

MISSION STATEMENT

The proposed majors in Writing, Rhetoric, and Digital Studies focus on the humanistic study of writing and rhetoric in its various genres, contexts (social, historical, political), and media (print and digital, textual and visual). Students in the program will study rhetoric and composition theory, practice writing in various forms (including professional and technical writing), and consider the emerging dynamics of digital composition. The majors prepare students to enter publishing, business, industry, or non-profit organizations. Students focusing on writing in digital environments may find employment with multimedia firms or web design organizations. For those interested in graduate work, the major prepares students to enter English education, rhetoric and composition, professional writing, and law. The majors in Writing, Rhetoric, and Digital Studies are grounded in the foundational idea that writing and rhetoric are important not only for professional success, but also for the development of an informed, engaged citizenry. We believe that the use and examination of writing and rhetoric must move beyond the classroom. As a result, the program fosters civic engagement, community building, and critical inquiry in public spaces. In this way, our program participates in the University of Kentucky's Land Grant mission of applied research and outreach.

PROPOSAL DEVELOPMENT PROCESS

In Fall 2010, the Division's Steering Committee was charged with organizing the new department, including the development of undergraduate and graduate degrees. In discussion with the faculty, the Steering Committee voted to begin by developing the BA/BS, since the expertise of the faculty was not being utilized fully through teaching and administering general education courses and the few undergraduate courses in writing that rhetoric and composition faculty in English had developed. The new BA/BS was vetted and passed in Spring 2011. The faculty began teaching experimental sections of the new courses in Spring 2011, and continued in Fall 2011 and Spring 2012 (under the A&S prefix and in ENG writing courses with open topics). These syllabi form the basis of the new course proposals included in the new BA/BS. On the basis of three semesters of teaching the new courses, the Steering Committee revised the new Course Catalog descriptions, which were passed by the whole faculty early in the Spring 2012 semester, along with the Mission Statement.

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

PROGRAM DESCRIPTION

A. UK Core Requirements (see UK Bulletin 2011-12, pp. 85-89).

B. College of Arts and Sciences Requirements for a Bachelor of Arts and Bachelor of Science degree (see UK Bulletin 2011-12, pp. 113)

C. Proposed Major in Writing, Rhetoric, and Digital Studies

1. MAJOR (39 hours).

Core Courses (6 hours)

WRD 300: Introduction to Writing, Rhetoric, and Digital Studies (3 hours)
This course introduces students to the theory of rhetoric and composition. Students may examine the theoretical, ethical, and stylistic issues connected to writing in various rhetorical situations, including digital environments. The course forms a theoretical foundation for all other WRD courses and is required for all WRD majors. *Prereq: Completion of Composition and Communication requirement or consent of instructor. Required for WRD majors.*

Enrollment expectations: We anticipate enrollment of 30 students per year, adding 30 students each year thereafter (one section in the first year, two in the second, and so forth).

WRD 430: ADVANCED STUDIO: Senior Project (3 credit hours)
Flexible course hours that supplement an existing course or provide advanced training in a particular area of writing, rhetoric, or digital studies. When subtitled "Senior Project," this course will provide students with the opportunity to complete a capstone project under the direction of a faculty member and with the support of peers. The three Senior Projects are 1) a senior thesis (for students going to graduate school), 2) a digital installation (presented live or online), and 3) a portfolio of work (in print or online format) suitable for employers.

Enrollment expectation: Around 25 students per year will take 430 as "Senior Project."

2. **Electives within WRD** (27 hours—12 hours required at the 300 level; 12 hours required at the 400-500 level; and 3 hours, 200-level and above).

WRD 203: BUSINESS WRITING (existing course)
Instruction and experience in writing for business, industry, and government. Emphasis on clarity, conciseness, and effectiveness in preparing letters, memos, and reports for specific audiences. *Fulfills the Graduation Writing Requirement. Prereq: Completion of University Writing requirement or new general*

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education Communications (6 hour) sequence.

Enrollment expectations: This course already enrolls 1,000 students per year (15 sections each semester and around 250 students enrolled in multiple sections in the summer).

WRD 204: TECHNICAL WRITING (existing course)

Instruction and experience in writing for science and technology. Emphasis on precision, clarity, and conciseness in preparing rhetorically effective letters, proposals, reports, and presentations for specific audiences. *Fulfills the Graduation Writing Requirement. Prereq: Completion of Composition and Communication requirement.*

Enrollment expectations: This course enrolls 100 students per year (1 section each Fall, 2 sections each Spring semester, and 1 section in the summer).

WRD 205: WRITING AND RHETORIC (subtitle required) (existing course; prefix and title change)

An open topics writing course focused on rhetorical analysis of issues of academic, political, social, or cultural significance. Students will interpret, analyze, and evaluate rhetorical strategies employed in print and digital texts. *Fulfills the Graduation Writing Requirement. Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: This course currently enrolls approximately 150 students per year on average (3 sections each semester) under the ENG 205 prefix/course number. We expect the numbers to remain stable in this course.

WRD 208: MULTIMEDIA WRITING

This course develops a practical understanding of writing and rhetoric through multimedia platforms and artifacts. With a focus on developing rhetorical skills for digital environments, students will produce and publish to the web in a range of media such as digital video and photography, blogs, wikis, podcasts, and comics. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We expect to offer this course once each year, with enrollment of 30.

WRD 210: SOCIAL MEDIA: THEORY, CULTURE, POLITICS, PRACTICE

The course examines how social media and the writing practices we employ influence notions of what it means to participate in community, society, and public discourse. Students will compose across different social media platforms and explore theoretical literature to examine the ways these tools

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are evolving. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We expect to offer this course once each year, with enrollment of 50 or more (this will be a large-enrollment course). Initially, we expect 30-40 students per year.

WRD 301: STYLE FOR WRITERS (cross-listed with ENG 301*[*])

This course is designed for students who wish to improve their own writing style or the style of others. While the course may include some account of historical changes in prose style and require some stylistic analysis of literary texts, the emphasis is on editing contemporary prose, both in exercises and in the students' own writing. Students will learn and practice principles such as economy, coordination, subordination, precision, parallelism, balance, coherence, rhythm, clarity, and grace. *Prereq: Completion of Composition and Communication requirement and consent of instructor.*

Enrollment expectations: This course already enrolls 100 students per year, and we expect enrollment to grow by around 30 students per year. Under an agreement with the Chair and DUS in English, WRD will enroll 25 students and ENG will enroll 5.

WRD 302: THE ESSAY

Intensive writing and reading in the genre of the essay. The course will explore the conventions of the essay and analyze historical changes in the genre. Students will write essays and analyze the stylistic choices of professional essayists in order to inform their own writing in the genre. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every other year, increasing to 30 students every year, if there is sufficient demand. This course may be attractive to English majors.

WRD 306: INTRODUCTION TO PROFESSIONS IN WRITING (existing course; prefix change)

This course offers an introduction to and preparation for careers in the teaching of writing, professional writing, publishing, and editing. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every year. This course has been attractive to English majors and will be important for WRD majors.

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[*] Existing course

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WRD 308: VISUAL RHETORIC

This course introduces visual rhetoric, covering its history, current practice, and possible futures. Utilizing the disciplinary tools of rhetoric, students will compose in textual and visual modes, learning a variety of methods with which to create and critique visuals. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every year.

WRD 311: HISTORY OF THE DOCUMENTARY

This course is designed to trace the evolution of the documentary film. Although the emphasis will be on the development of the American documentary, students will also be looking into contributions from across the world. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: This will be a large course taught once per year, with an anticipated enrollment of 50-100. Initially, we expect 30-40 students per year.

WRD 312: INTRODUCTION TO DOCUMENTARY

This course is dedicated to critical examination of approaches to the documentary, and the construction of a documentary of one's own. Students will examine different strategies, structures, and topics, with an eye to production. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: This is a hands-on course with enrollment of 30 students or less. We plan to offer this course every year, since WRD 412 and eventually WRD 512 (Advanced Documentary Production) are offered in a sequence.

WRD 320: RHETORICAL THEORY AND HISTORY

This course introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every year.

WRD 322: RHETORIC AND ARGUMENT

This course examines theories of rhetorical argument. Students read rhetorical theorists who speculate about what makes certain speech persuasive, as well as contemporary rhetoricians who are actually creating persuasive written and oral texts. Students use these theories to analyze and

construct original arguments. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every year.

WRD 324: WRITING CENTER PEER TUTORING

An undergraduate seminar that prepares qualified undergraduate students to become engaged and effective peer consultants in the UK Writing Center. Students in the course are actively involved in reading, writing, listening, observing, speaking, researching, and presenting as they become immersed in the theory and practice of Writing Center consulting. *Prereq: Completion of Composition and Communication requirement and consent of instructor.*

Enrollment expectations: We anticipate enrollment of 20-30 students every year but no more, since this is the gateway course into Writing Center peer tutoring positions.

WRD 395: INDEPENDENT STUDY (1-3 credit hours)

For undergraduate majors in WRD with a high standing. Each student pursues a course independently under the guidance of a faculty member and produces at least one major project. *Prereq: Standing of 3.0 in the major and permission of the Director of Undergraduate Studies.*

Enrollment expectations: Only students with a 3.0 GPA in the WRD major and permission of the DUS can take an independent study, so we anticipate only 3-5 students per year will be enrolled.

WRD 399: Internship (can be taken in 1-6 hour segments)

This course is an internship in the community that brings together the student's critical and practical knowledge of writing, rhetoric, or digital studies. In addition to evaluation by the internship supervisor for the course grade, the students will produce a reflective research project that may be presented in an annual public research forum. This is a capstone experience for students in the junior or senior year and is encouraged for all WRD majors. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement and consent of the Internship Supervisor.*

Enrollment expectations: We anticipate 25 students per year, with the addition of 25 more students each year thereafter.

WRD 401: SPECIAL TOPICS IN WRITING (subtitle required) (cross-listed with ENG 401*)

Studies of special topics in writing, in areas such as literary nonfiction, travel writing, science writing, responding to literature, cultural critique, and

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* Existing course

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composing law and justice. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement and consent of instructor.*

Enrollment expectations: This is a popular course that already draws between 100-120 students per year, and we are unlikely to grow it beyond these numbers. Under an agreement with the Chair and DUS in English, WRD will enroll 15 students and ENG will enroll 5.

WRD 402: AUTOBIOGRAPHICAL COMPOSITION (subtitle required)

A special topics course that examines a particular medium of autobiographical composition (textual, digital, or performative) and/or the ways autobiographical composing is used in particular contexts or communities. Students study and produce autobiographical composition. Mode of composing (print, digital, performance, or a combination) is at the discretion of the instructor. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every other year, perhaps increasing to 30 every year, if there is sufficient demand.

WRD 405: EDITING ENGLISH PROSE (cross-listed with ENG 405**)

The course includes a broad introduction to best editing practices, as applied in literary, academic, business, and online writing. This course provides students with an introduction to the basics of editing and publishing and build upon prior knowledge of the essential elements of writing and style. *Prereq: WRD 301 or consent of instructor.*

Enrollment expectations: This is a popular course that WRD revived this year, with an enrollment of no more than 30 students. We anticipate offering it every other year, increasing to every year if there is sufficient demand. Under an agreement with the Chair and DUS in English, WRD will enroll 25 students and ENG will enroll 5.

WRD 406: TOPICS IN PROFESSIONAL WRITING (subtitle required)

This course addresses contemporary genres of professional writing, including professional correspondence, reports, and social media most often found in business, technical, and scientific communities. The course also addresses the common tools and technologies of professional writing production and practice. *Prereq: WRD 204 or WRD 306 or consent of instructor.*

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* Existing course

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Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students, increasing to every year if there is sufficient demand.

WRD 408: DIGITAL COMPOSING

This course provides grounding in the analysis and theory of digital composition, which will inform personal, professional, or community-based projects. Projects will encourage students to work flexibly across various digital platforms. *Prereq: WRD 308 or consent of instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students.

WRD 412: INTERMEDIATE DOCUMENTARY PRODUCTION

This course explores a range of documentary approaches and styles, after which workshop and production of students' own documentaries will be emphasized. Students will focus on particular approaches and subjects to develop their individual signatures and styles. *Prereq: Completion of WRD 312 or consent of the instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students.

WRD 420: RHETORICAL TRADITIONS (subtitle required)

This course offers a detailed examination of the history and theory of a specific rhetorical tradition or group of traditions. Students will gain familiarity with key concepts and terms in a rhetorical tradition, compare and contrast culturally situated definitions of rhetoric, and better understand the way rhetorical historiography influences how rhetorical traditions are defined and taught. *Repeatable up to 6 hours. Prereq: Completion of WRD 320 or consent of instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students.

WRD 422: PUBLIC ADVOCACY (subtitled required)

This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements. *Repeatable up to 6 hours. Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.*

Enrollment expectations: We anticipate offering this course every other year, initially in one section of 30 students, increasing to every year if there is sufficient demand.

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WRD 425: ENVIRONMENTAL WRITING

Students will consider the ways writers address environmental issues by exploring various forms of environmental writing, from personal narrative to literary nonfiction to advocacy. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students, increasing to two sections if there is sufficient demand. This course is required by Environmental Studies (though currently under ENG 205; they will make the change when WRD 425 is approved).

WRD 430: ADVANCED STUDIO (subtitled required) (1-6 credit hours)

Flexible course hours that supplement an existing course or provide advanced training in a particular area of writing, rhetoric, or digital studies. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectation: In some cases, WRD 430 may be added on to another course (e.g., WRD 408) to add an hour of additional, specialized instruction, so it is difficult to anticipate enrollment. However, this course number will be used for the subtitle, "Senior Project" every year, with anticipated enrollment of 25 students. Perhaps 100 students per year.

3.   SUPPORT ELECTIVES IN RELATED PROGRAMS OUTSIDE THE MAJOR (6 hours).

Students must select two additional courses (3 credit hours each) from among the following:

A-H 360:	Visual Culture of Politics
A-S 200:	Digital Art, Space, and Time
A-S 245:	Web Design for Non-Majors
A-S 280:	Introduction to Photographic Literacy
COM 249:	Mass Media and Mass Culture
COM 281:	Communication in Small Groups
COM 287:	Persuasive Speaking
COM 311:	Patient-Provider Communication
COM 312:	Intercultural Communication in the Media
COM 313:	Interpersonal Relationships
COM 315:	Business Communication
ENG 381:	History of Film I
ENG 382:	History of Film II
ENG 407:	Intermediate Workshop in Imaginative Writing
ENG 480G:	Studies in Film
ENG 481G:	Studies in British Literature

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ENG 482G: Studies in American Literature
ENG 483G: Studies in African American or Diasporic Literature
ENG 484G: Comparative Studies in Literature
ENG 485G: Studies in Literature and Gender
ENG 486G: Studies in Theory
ENG 487G: Cultural Studies
ENG 507:   Advanced Workshop in Imaginative Writing
GWS 250:   Gender and Social Movements
GWS 301:   Crossroads of Gender, Class, and Race
GWS 340:   History of Feminist Thought to 1975
LIN 211:   Introduction to Linguistics I
LIN 212:   Introduction to Linguistics II
LIN 317:   Language and Culture

4.   FREE ELECTIVES (3 hours). (Required by Senate Undergraduate Council.)

D. Four Year Curricular Map: BA/BS in Writing, Rhetoric, and Digital Studies.

Course Plan for Professional Writing and Editing BA

Year 1: Fall	Year 1: Spring
WRD 110 (3) A&S Foreign Language 101 (4) UKC Inquiry in Arts & Creativity (3) UKC Quantitative Foundations (3) UKC Inquiry in Social Science (3) 16 credits	WRD 111 (3) WRD 130* (2) A&S Foreign Language 102 (4) UKC Inquiry in the Humanities (3) UKC Statistical Inferential Reasoning (3) 15 credits
Year 2: Fall	**Year 2: Spring**
WRD 204 (GWR) (3) WRD 300 (3) A&S Foreign Language 201 (3) UKC Inquiry in Natural Science (3) A&S Social Science 1 (3) 15 credits	WRD 205 (for A&S Humanities 1) (3) WRD 301 (3) A&S Foreign Language 202 (3) A&S Natural Science 1 (3) LIN 211 (support elective + A&S Humanities 2) (3) 15 credits
Year 3: Fall	**Year 3: Spring**

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WRD 306 (3) WRD 312 (3) WRD 320 (3) WRD 324 (3) UKC Inquiry in Science (3) 15 credits	WRD 308 (3) WRD 401 (3) WRD 406 (3) A&S Natural Science 2 (3) A-S 245 (support elective) (3) 15 credits
Year 4: Fall	**Year 4: Spring**
WRD 399 (3) WRD 405 (3) WRD 408 (3) WRD 430: Senior Project (3) A&S Social Science 2 (3) 15 credits	WRD 302 (3) WRD 425 (3) ENG 407 (3) GWS 301 (3) LIN 317 (3) 17 credits

*WRD 130: Introductory Studio (new course submission)

Course Plan for Professional Writing and Editing BS

Year 1: Fall	**Year 1: Spring**
WRD 110 (3) A&S Foreign Language 101 (4) A-S 200 (UKC Inquiry in Arts & Creativity & WRD support elective) (3) UKC Quantitative Foundations (3) A&S Science or Math (3) 16 credits	WRD 111 (3) A&S Foreign Language 102 (4) UKC Inquiry in the Humanities (3) UKC Statistical Inferential Reasoning (3) A&S Science or Math (3) 16 credits
Year 2: Fall	**Year 2: Spring**
WRD 300 (3) UKC Inquiry in Social Science (3) A&S Foreign Language 201 (3) UKC Inquiry in Natural Science (3) A&S Science or Math (3) 15 credits	WRD 204 (GWR) (3) WRD 301 (3) A&S Foreign Language 202 (3) A&S Natural Science (3) LIN 211 (A&S Humanities) (3) 15 credits
Year 3: Fall	**Year 3: Spring**

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WRD 306 (3)	WRD 308 (3)
WRD 324 (3)	WRD 406 (3)
A&S Science or Math (3)	A&S Science or Math (3)
UKC Inquiry in Science (3)	A&S Science or Math (3)
A&S Social Science (3)	A&S Science or Math (3)
15 credits	15 credits
Year 4: Fall	**Year 4: Spring**
WRD 408 (3)	WRD 399 (A&S experiential/field
WRD 430: Senior Project (3)	requirement)(3)
A&S Science or Math (3)	WRD 405 (3)
A&S Science or Math (3)	A&S Science or Math (3)
A&S Science or Math (3)	A&S Science or Math (3)
	A&S Science or Math (3)
15 credits	15 credits

E. Distribution Requirements.

Other than the requirements listed above (12 hours in WRD at the 300 level, 12 hours in WRD at the 400 level and above, and 6 hours of support electives), there are no other distribution requirements or formal options. Students must work with the DUS and faculty to devise a course plan that fits their interests and career aspirations. There are three distinct course plans possible for students with dedicated interests in writing, rhetoric, or digital studies:

1. Professional Writing and Editing: WRD 203, 204, 205, 208, 301, 302, 306, 308, 324, 401, 402, 405, 406, 408, 425; A-S 200, 245, 280; ENG 407, 507; LIN 211, 212, 317.

2. Rhetorical Theory and Practice: WRD 205, 301, 308, 320, 324, 325, 405, 420, 422, 425; A-H 360; ENG 48XG; COM 249, 281, 287, 311, 313; GWS 250, 301, 340; LIN 317

3. Digital Studies: WRD 208, 210, 306, 308, 311, 312, 324, 402, 408, 412, 430; A-S: 200, 245, 280; COM 249, 312; ENG 381, 382, 407, 480G, 507; LIN 211, 212, 317.

These course plans are not formalized as Options for the Bulletin in order to provide students and their advisers with flexibility.

F. Support of/by Other Programs

Our lower division courses (WRD 110: Composition and Communication I, WRD 111: Composition and Communication II, WRD 203: Business Writing, WRD 204: Technical Writing, and WRD 205: Topics in Writing and Rhetoric) support two

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important general education requirements for all university students: the UKCore Composition and Communication requirement and the Graduation Writing Requirement. We teach 60% of all seats in Composition and Communication I & II (approximately 4,000 students per year). We also offer the largest number of courses for the Graduate Writing Requirement of any unit on campus, including approximately 1,500 students per year served in WRD 203, 204, and 205.

In their revised guidelines for the BA in English, the Department of English encourages English majors to take WRD courses. The proposed interdisciplinary Environmental Studies Program in the College of Arts and Sciences requires WRD's Environmental Writing course. Initially, most courses in the proposed BA/BS in WRD will be open to any student on campus who can meet the prerequisites or obtain permission of the instructor (the exceptions include the Internship and Independent Study).

G. Replacement/Enhancement of Existing Programs

In many ways, the proposed BA/BS in WRD represents a vast expansion of a small number of nonfiction writing courses originally created by rhetoric and composition faculty and taught on a regular basis to English, English education, and Journalism majors. Those courses will move to WRD, but the student populations who have been supported by these courses will continue to be provided seats. We believe we will enhance other majors that require advanced instruction in writing, rhetoric, and digital media as well as provide the Commonwealth of Kentucky with the first undergraduate degree that will prepare citizens for careers in writing.

H. Distance Learning

The proposed BA/BS in WRD will not be delivered via distance learning. A small number of general education courses (including WRD 110, 111, 203, and 204) will be offered via distance learning in the summers for the convenience of students, and one section of WRD 110 and 111 will be offered during the academic year to accommodate students who, because of disabilities, cannot give live public speeches.

I. Alternative Learning Formats

The proposed BA/BS in WRD will strongly encourage 3 hours of Internship so that students can apply the knowledge and skills they have acquired during their coursework in workplace environments. The Internship is meant to respond to CPE's Policy Objective 4.6, "Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation."

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DEMAND

In March 2004, the Chair of the Conference on College Composition and Communication (CCCC), Kathleen Blake Yancey called for an increase in the development of writing majors nationwide, particularly programs that integrate print and digital communication. Since that time, dozens of workshops and sessions at CCCC have examined the development of writing majors around the country. A recent issue of *Composition Studies* focused exclusively on issues related to the writing major, and Greg Giberson and Thomas Moriarty's forthcoming co-edited collection *What We Are Becoming: Developments in Undergraduate Writing Majors* focuses on the development of writing majors in a variety of institutional contexts around the country. In addition, the governing organization of the discipline of rhetoric and composition, CCCC, has established a Committee on the Major in Rhetoric and Composition whose primary charge, as described on the organization's website, is to "document the variety of majors in composition and rhetoric across the country and in diverse institutional types and in diverse units."

According to data collected in a multi-year survey conducted by a committee of the CCCC charged with studying the growth of major programs in writing, rhetoric, & discourse, "the number of writing majors is increasingly rapidly," jumping from 45 institutions offering such majors in 2005-2006, to 68 institutions offering 72 majors and tracks in February 2009. Despite this national growth, no Kentucky institution offers an undergraduate major in this area.

Rhetorical competence in writing—the ability to produce texts for varied purposes, audiences, and media—is a fundamental necessity in a wide range of corporate, governmental, and non-profit careers. A nation-wide survey of business leaders conducted in 2004 by the College Entrance Examination Board's National Commission on Writing found that "writing appears to be a 'marker' attribute of high-skill, high-wage, professional work" (19). According to the report, half the responding companies report that they take writing ability into consideration when hiring professional employees. Two-thirds of salaried employees in large American companies have some writing responsibility. Eighty percent or more of the companies in the service and finance, insurance, and real estate (FIRE) sectors, the corporations with the greatest employment growth potential, assess writing during hiring. Half of all companies take writing into account when making promotion decisions.

Writing clear and effective prose is increasingly essential in virtually any career. A degree in writing informed by the study of rhetoric, however, ensures critical, analytic, problem-solving skills and the capacity to quickly, self-consciously, and ethically assess and adapt to new communicative contexts, including those that are digitally mediated. Writing, Rhetoric, and Digital Studies majors are particularly well suited for careers in advertising, editing, publishing, teaching (post-secondary and college), technical and professional writing in industry, as well as graduate study in a range of disciplines.

A. Demand at Other Institutions with Independent Writing and Rhetoric Majors

Institutions that have launched degrees in writing and rhetoric within the last decade have experienced steady growth. The University of Texas at Austin launched its B.A. in Writing

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and Rhetoric in Fall 2007. The number of majors increased steadily from Fall 2007 to Spring 2010. (The total undergraduate student population at UT was 38,437 in Fall 2011.)

University of Texas, BA Students in Writing & Rhetoric

Fall 07	70
Spring 08	128
Fall 08	184
Spring 09	195
Fall 09	216
Spring 2010	240
Fall 2010	230
Spring 2011	245
Fall 2011	223

The University of Rhode Island also launched a BA in Writing and Rhetoric in Fall 2007. The number of majors also increased steadily from Fall 2007 to Fall 2011 and continue to grow. (The total undergraduate enrollment at URI was 13,219 in Fall 2011.)

University of Rhode Island BA Students in Writing & Rhetoric

Fall 07	9
Fall 08	25
Fall 09	43
Fall 2010	56
Fall 2011	86

Michigan State University launched a BA in Professional Writing in Fall 2003. Statistics available for the BA since 2006 show steady growth. (The total undergraduate enrollment at MSU was 36,580 in Fall 2011.)

Michigan State University BA in Professional Writing

Spring 06	54
Spring 07	65
Spring 08	75
Spring 09	86
Spring 10	101
Spring 11	124
Spring 12	148

Because these BA Programs have fewer courses in digital media than WRD proposes, we anticipate stronger initial and long-term growth.

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B. Comparison with Other Writing and Rhetoric Majors

In the process of developing the current proposal for a major in Writing, Rhetoric, and Digital Studies, we examined existing programs at several different colleges and universities around the region and the country to identify common approaches and curricula. The types of institutions surveyed spanned a range from small and selective liberal arts colleges to comprehensive state universities and research-intensive universities. The range of course requirements and offerings for these majors varied widely, making it difficult to pinpoint a set of common curricula. However, the proposed major at UK shares many of the same curricular goals of the surveyed programs.

For comparison, the following table includes the core requirements for the undergraduate major at the following universities: the University of Rhode Island, the University of Texas at Austin, Michigan State University, and the proposed major at University of Kentucky. Each of these programs has a strong core of courses for the major, a focus on rhetoric and rhetorical theories, and elective courses similar to those already offered or under development in the rhetoric program at UK.

Institution	Core Requirements
University of Rhode Island	WRT 201—Writing Argumentative and Persuasive Texts WRT 235—Writing in Electronic Environments WRT 360—Composing Processes and Canons of Rhetoric WRT 490—Writing and Rhetoric
University of Texas at Austin	Rhetorical Theory and Analysis Studies in Computers and Language Professional Writing
Michigan State University	WRA 202—Professional Writing WRA 210—Web Authoring Three tracks available: technical and digital writing, writing in communities and cultures, and writing for publication
University of Kentucky	WRD 300—Introduction to Writing, Rhetoric, & Digital Studies WRD 430—Advanced Studio: Senior Project Three informal concentrations possible: writing (including professional writing), rhetoric, and digital studies

The proposed degree at the University of Kentucky is similar in many ways to the above programs. However, the degree is distinctive in two ways: 1) the variety and number of courses in digital composing, and 2) the focus of many rhetoric courses on issues in the public sphere. The faculty in WRD believe that students of writing and rhetoric should be prepared to work with emerging literacies (including composing for audio and video-mediated environments) and be able to participate in public debates (through writing and other media). While all of the above majors have some coursework in digital media and rhetoric of the public sphere, the proposed degree BA/BS in WRD offers more courses in these areas.

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

C. Existing Programs

There are no BA/BS programs in Writing and Rhetoric (with or without an emphasis in digital studies) in Kentucky. This program would be the first of its kind in the Commonwealth.

Program Assessment

The faculty in the Division of Writing, Rhetoric, and Digital Studies have been involved in creation and program-wide assessment of the UK Core Composition and Communication courses. The field of rhetoric and composition includes training and research in the assessment of writing instruction, so we have broad commitment to and expertise in assessment.

Learning Outcomes

Graduates with the BA/BS in Writing, Rhetoric, and Digital Studies will

1. write effectively in multiple forms, including flat print and mixed media, and multiple genres of nonfiction prose,
2. be able to analyze arguments in multiple contexts, using tools of rhetorical analysis,
3. demonstrate knowledge of rhetorical history and theory, in both local and global contexts,
4. be critical and creative producers and consumers of digital texts,
5. be engaged citizens and community members,
6. have applied their knowledge of writing, rhetoric, and/or digital studies (through the Senior Project and the option of an Internship).

The Undergraduate Studies Committee in the Division will undertake periodic assessment of the above learning objectives in the following ways:

Learning Objective #1: Holistic scoring of randomly selected student writing.

Learning Objective #2: Holistic scoring of analytic writing randomly selected from students in rhetoric classes (WRD 320: Rhetorical History and Theory; WRD 322: Argumentation; WRD 420: Rhetorical Traditions, and WRD 422: Public Advocacy).

Learning Objective #3: Review of final exams from WRD 320: Rhetorical History and Theory to ascertain how well students are learning and applying rhetorical theory to local and global contexts.

Learning Objective #4: Holistic scoring of digital projects (from WRD 208: Multimedia Writing, WRD 308: Visual Rhetoric, WRD 312: Introduction to the Documentary, WRD 408: Digital Composing, and WRD 412: Intermediate Documentary Production) and analytic writing from WRD 210: Social Media and WRD 308: Visual Rhetoric)

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

Learning Objective #5: Comparison of pre-major and graduation self-efficacy and behavioral instruments.

Learning Objective #6: Reviews of senior projects and internship evaluations by internship hosts.

Cost

The College of Arts and Sciences and the Division of Writing, Rhetoric, and Digital Studies do not anticipate any additional costs associated with creating a new BA/BS in Writing, Rhetoric, and Digital Studies. Over the last three years, the Office of the Provost and the College of Arts and Sciences made a substantial investment in tenure-stream and lecturer faculty lines and graduate assistantships for the Division. This is partly a result of the new UK Core requirement in Composition and Communication. Given the large investment and given the number of students already enrolled in WRD 110, 111, 203, and 204, it makes good financial sense to utilize these resources in multiple ways, including the creation of a BA/BS Program. (The Division budget includes 65 TA lines and 55 PTI lines.)

The current WRD faculty is sufficient to support the initial implementation of the BA/BS. Based on current projected major figures, WRD faculty will need to teach a total of 7 sections of WRD courses (200-level and above) per semester in the first year of the program just for students in the major (and not including students from other disciplines who expect to take our courses). WRD already teaches a minimum of 10 sections per semester and can support 25 sections with existing faculty. All WRD faculty will continue to teach 100-level courses. Lecturers teach a minimum of 3 WRD 110 or 111 courses per year (most teach 4); tenure-line faculty teach a minimum of 1 WRD 110 or 111 course per year (most teach 2).

The program already has dedicated professional and support staff, and thus no additional staff is needed as a result of a new undergraduate degree program.

There is an expectation that WRD faculty and staff will grow along with student enrollment in the major, as is the case for any department/unit that experiences unexpected student major increases.

Although WRD 110 and 111 courses have course fees attached to them, these additional revenues are earmarked for the UK Core courses, and thus will be used to cover equipment costs and technological-consumables attendant to those lower-division courses.

Faculty and Staff

Listing and Credentials

Joshua Abboud. Lecturer. PhD, Rhetorics, Communication, and Information Design, Clemson University.

Steven Alvarez. Assistant Professor. PhD, English, the Graduate Center, City University of New York.

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

Adam Banks. Associate Professor. PhD, Rhetoric and Composition, Penn State University.
Elizabeth Connors-Manke. Lecturer. PhD, English, University of Kentucky.
William Endres. Assistant Professor. PhD, Rhetoric and Linguistics, Arizona State
University.
Janice Fernheimer. Assistant Professor & Interim Director, Jewish Studies. PhD, English,
University of Texas, Austin.
Thomas Marksbury. Senior Lecturer. PhD, English, University of Kentucky.
Brian McNely. Assistant Professor. PhD, Rhetoric and Writing Studies. University of
Texas, El Paso.
Roxanne Mountford. Associate Professor & Director. PhD, Rhetoric and Composition,
Ohio State University.
Judith Gatton Prats. Senior Lecturer & Writing Center Director. MA, English, University
of Kentucky.
Jeff Rice. Martha B. Reynolds Endowed Associate Professor & Co-Director, Wired
Residential College. PhD, English, University of Florida.
Jenny Rice. Assistant Professor & Director of Composition. PhD, English, University of
Texas, Austin.
Katherine Rogers-Carpenter. Lecturer. PhD, English, University of Kentucky.
Randall Roorda. Associate Professor. PhD, English Education, University of Michigan.
(.5 FTE)
Brandy Scalise. Lecturer. PhD, Rhetoric and Composition, Penn State University.

Deborah Kirkman. Manager and Associate Director of Composition.
Diane Robertson. Staff Associate.

The Division of Writing, Rhetoric, and Digital Studies currently employs 14.5 FTE faculty
(8.5 tenure-line faculty and 6 lecturers).

Faculty by Rank

Rank	Name
Lecturers	Joshua Abboud, Elizabeth Connors-Manke, Katherine Rogers-Carpenter, Brandy Scalise
Senior Lectures	Thomas Marksbury, Judith Gatton Prats
Assistant Professors	Steven Alvarez, William F. Endres, Janice Fernheimer, Brian McNely, and Jenny Rice
Associate Professors	Adam Banks, Roxanne Mountford, Jeff Rice, and Randall Roorda (.5 FTE)

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

Brothers, Sheila C

From:	Hippisley, Andrew R
Sent:	Thursday, October 31, 2013 9:00 AM
To:	Brothers, Sheila C
Subject:	SC item, BA/BS Writing

BA/BS Writing, Rhetoric & Digital Studies

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA/BS program: Writing, Rhetoric & Digital Studies, in the Department of Writing, Rhetoric and Digital Studies, within the College of Arts and Sciences.

1

NEW UNDERGRADUATE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"[1])

1. General Information:

College:	A&S		Department:	Writing, Rhetoric, and Digital Studies
Major Name:	Bachelor of Arts/Bachelor of Science		Degree Title:	Writing, Rhetoric, and Digital Studies
Formal Option(s), if any:	—		Specialty Field w/in Formal Options, if any:	—

Date of Contact with Assoc. Provost for Academic Administration[1]:	1-23-12	Today's Date:	3-26-12

Accrediting Agency (if applicable):	

Requested Effective Date:	☒ Semester following approval.	OR	☐ Specific Date[2]:	

Contact Person in the Dept:	Roxanne Mountford	Phone:	7-6985	Email:	mountford@uky.edu

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

General Education Area		Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)			
Arts and Creativity			3
Humanities			3
Social Sciences			3
Natural/Physical/Mathematical			3
II. Composition and Communication			
Composition and Communication I		CIS or WRD 110	3
Composition and Communication II		CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)			
Quantitative Foundations[3]			3
Statistical Inferential Reasoning			3
IV. Citizenship (one course in each area)			
Community, Culture and Citizenship in the USA			3
Global Dynamics			3
		Total General Education Hours	30

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[1] Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration.

[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up

[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

[3] Note that MA 109 is NOT approved as a Gen Ed Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

NEW UNDERGRADUATE PROGRAM FORM

3. Explain whether the proposed new program (as described in sections 4 through 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

> Some courses are cross-listed with English and some will be transferred from English to WRD. Courses in the departments of Art, English, Communiation, and Gender and Women's Studies and the Linguistics Program are recommended as part of the major requirements (6 credit hours in a related field).

4. How will University Graduation Writing Requirement be satisfied?

☐ Standard University course offering	Please list: _____
☒ Specific course	Please list: WRD 203, 204, 205, or 208

5. How will college-level requirements be satisfied?

☐ Standard college requirement	Please list: _____
☐ Specific required course	Please list: _____

6. List pre-major or pre-professional course requirements, including credit hours (if applicable):

>

7. List the major's course requirements, including credit hours:

> 1. WRD 300: 3 hours
> 2. Additional 300-level WRD courses 12 hours
> 3. 400-level WRD courses 12 hours
> 4. 6 hours to be taken from the following list of courses: A-H 360, A-S 200, A-S 245, A-S 280, COM 249, COM 281, COM 287, COM 311, COM 312, COM 313, COM 315, ENG 381, ENG 382, ENG 407, ENG 480G, ENG 481G, ENG 482G, ENG 483G, ENG 484G, ENG 485G, ENG 486G, ENG 487G, ENG 507, GWS 250, GWS 301, GWS 340, LIN 211, LIN 212, LIN 317 or courses approved by the DUS
> 5. 3 hours of WRD electives: 200-level or above
> 6. WRD 430 Advanced Workshop: Senior Project 3 hours
> 7. Free electives: 3 hours.

8. Does program require a minor? ☐ Yes ☒ No

> If so, describe, including credit hours. _____

9. Does program allow for an option(s)? ☐ Yes ☒ No

> If so, describe option(s) below, including credit hours, and also specialties and subspecialties, if any:
>
> _____

10. Does the program require a certain number of credit hours outside the major subject in a related field? ☒ Yes ☐ No

> If so, describe, including credit hours: 6 hours to be taken from the following list of courses: A-H 360, A-S 200, A-S 245, A-S 280, COM 249, COM 281, COM 287, COM 311, COM 312, COM 313, COM 315, ENG 381, ENG 382, ENG 407, ENG 480G, ENG 481G, ENG 482G, ENG 483G, ENG 484G, ENG 485G, ENG 486G, ENG 487G, ENG 507, GWS 250, GWS 301, GWS 340, LIN 211, LIN 212, LIN 317 or courses approved by the DUS

NEW UNDERGRADUATE PROGRAM FORM

11. Does program require technical or professional support electives? ☐ Yes ☒ No

| If so, describe, including credit hours: _____ |

12. Is there a minimum number of free credit hours or support electives? ☒ Yes ☐ No

| If so, describe, including credit hours: 3 hours free electives |

13. Summary of Required Credit Hours.

a.	Credit Hours of Premajor or Preprofessional Courses:	_____	Not Applicable ☐
b.	Credit Hours for Major Requirements:	39	
c.	Credit Hours for Required Minor:	_____	Not Applicable ☒
d.	Credit Hours Needed for Specific Option:	_____	Not Applicable ☒
e.	Credit Hours Outside of Major Subject in Related Field:	_____	Not Applicable ☒
f.	Credit Hours in Technical or Prof. Support Electives:	_____	Not Applicable ☒
g.	Minimum Credit Hours of Free/Supportive Electives:	3	Not Applicable ☐

h. Total Credit Hours Required by Level:

100: _____	200: 3-12	300: 15-24	400-500: 15-24

i. Total Credit Hours Required for Graduation: | 42

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to those.

| |

15. List below the typical semester by semester program for a major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	WRD 110, 3 credits A&S Foreign Language 101, 4 credits UKCore Inquiry in Arts & Creativity, 3 credits UKCore Quantitative Foundations, 3 credits UKC Inquiry in Social Science 16 credits	YEAR 1 – SPRING:	WRD 111, 3 credits WRD 130, 2 credits A&S Foreign Language 102, 4 credits UKCore Inquiry in the Humanities, 3 credits UKCore Statistical Inferential Reasoning, 3 credits 15 credits
YEAR 2 - FALL :	WRD 204 (GWR), 3 credits WRD 300, 3 credits A&S Foreign Language 201 UKC Natural Science, 3 credits A&S Social Science, 3 credits	YEAR 2 – SPRING:	WRD 205 (for A&S Humanities 1), 3 credits WRD 301, 3 credits A&S Foreign Language 202, 3 credits A&S Natural Science 1, 3 credits LIN 211 (support elective + A&S Humanities 2), 3 credits

NEW UNDERGRADUATE PROGRAM FORM

	15 credits		15 credits
YEAR 3 - FALL:	WRD 306, 3 credits WRD 312, 3 credits WRD 320, 3 credits WRD 324, 3 credits UKC Inquiry in Science, 3 credits 15 credits	**YEAR 3 - SPRING:**	WRD 308, 3 credits WRD 401, 3 credits WRD 406, 3 credits A&S Natural Science 2, 3 credits A-S 245 (support elective), 3 credits 15 credits
YEAR 4 - FALL:	WRD 399, 3 credits WRD 405, 3 credits WRD 408, 3 credits WRD 430: Senior Project, 3 credits A&S Social Science 2, 3 credits 15 credits	**YEAR 4 - SPRING:**	WRD 302, 3 credits COM 313, 3 credits LIN 317 (free elective), 3 credits ENG 407, 3 credits GWS 301, 3 credits 15 credits

NEW UNDERGRADUATE PROGRAM FORM
Signature Routing Log

General Information:

Major Name and Degree Title: BA/BS in Writing, Rhetoric, and Digital Studies

Proposal Contact Person Name: Roxanne Mountford   Phone: 7-6985   Email: mountford@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Writing, Rhetoric, and Digital Studies	2/21/2012	Roxanne Mountford / 7-6985 / mountford@uky.edu	
English, Undergrad Studies	3/29/2012	Matthew Giancarlo / 7-1587 / matthew.giancarlo@uky.edu	
Linguistics Program	3/29/2012	Andrew Hippesley / 7-6989 / andrew.hippisley@uky.edu	
Department of Art	3/29/2012	Ben Withers / 7-4013 / bwithers@uky.edu	
Communication, Undergrad Studies	3/29/2012	Deanna Sellnow / 7-2886 / deanna.sellnow@uky.edu	
Gender and Women's Studies	3/28/2012	Patricia Cooper / 7-6856 / patricia.cooper@uky.edu	
EPC and College of A&S	5/1/12	Anna Bosch, Associate Dean/7-6689/ bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council	4/16/13		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

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[4] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW UNDERGRADUATE PROGRAM FORM

Comments:

Most internal approvals above provided via email in lieu of signatures.

UK

UNIVERSITY OF

KENTUCKY

Division of Writing, Rhetoric,
and Digital Media
1353 Patterson Office Tower
Lexington, KY 40506-0027
859 257-7002
fax 859 323-1072
wrd.as.uky.edu

Proposed Undergraduate Degrees in Writing, Rhetoric, and Digital Studies

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PROGRAM INFORMATION

Degree Title:	Bachelor of Arts / Bachelor of Science
Major Title:	Writing, Rhetoric, and Digital Studies
Primary College:	College of Arts and Sciences
CIP Code:	23.1304
CIP Title:	Rhetoric and Composition
CIP Description:	A program that focuses on the humanistic and scientific study of rhetoric, composition, literacy, and language/linguistic theories and their practical and pedagogical applications. Includes instruction in historical and contemporary rhetoric/composition theories; composition and criticism of written, visual, and mixed-media texts; analysis of literacy practices in cultural and cross-cultural contexts; and writing program administration.

CONTACT INFORMATION

Name:	Roxanne Mountford, former Director, Division of Writing, Rhetoric, and Digital Studies
Email:	mountford@uky.edu
Phone:	859-257-6985

OVERVIEW

In a 2008 external review initiated by the College of Arts and Sciences (A&S) and a 2009 internal study commissioned by the Provost and the Interim Dean of A&S, the University of Kentucky identified the need for stronger writing instruction and a department that could meet the needs of writers across the university. Based on the blueprints of these studies, the Division of Writing, Rhetoric, and Digital Media was founded in Spring 2010, and the newly organized faculty in the Division voted to seek departmental status in September 2010. The Division's name has since changed to Writing, Rhetoric, and Digital Studies. The Writing Program and Writing Center were consolidated into the Division, and the Division played a leadership role (with the Division of Instructional Communication in the College of Communications and Information Studies) in developing the innovative Composition and Communication Program, one of the first programs of its kind in the nation and a foundation for the UK Core General Education Program. The number of faculty dedicated to the teaching of writing, rhetoric, and digital studies grew from two tenure-track professors (in Spring 2008) to seven tenure-track professors and eight lecturers (in Spring 2012). In Fall 2012, two more assistant professors joined the Division, and one more assistant professor was hired in Fall 2013. The Division faculty are responsible for teaching and administering 60% of the UK Core credits in Composition and Communication and also offer the highest percentage of courses fulfilling the Graduation Writing Requirement. In addition, the Division provides tutoring services through the Writing Center and consults on the instruction of writing and digital media within the university (e.g., through leadership in Wired, the College of Arts and Sciences' innovative residential college). In Fall 2012, the Division submitted a proposal for departmental status to A&S.

Dedicated to the humanistic study of writing and rhetoric in all its forms, including emerging media and literacies, in a variety of cultural settings, the faculty in Writing, Rhetoric, and Digital Studies propose to bring to the Commonwealth the first dedicated degree in writing and rhetoric. The primary goal of the proposed BA/BS is to offer the Commonwealth of Kentucky (and surrounding states) graduates who are prepared to enter professional and community settings in which writing and advocacy (public and private) in old and new media is necessary. The courses will serve students with a variety of interests, including publishing, politics, the writing of essays and other forms of non-fiction, community advocacy, science and technical writing, and business and entrepreneurship. A major in the Writing, Rhetoric, and Digital Studies will equip students with a knowledge of history and theories of rhetoric; critical tools for engagement with popular and professional texts and digital objects; the ability to create compelling arguments across a variety of media; and methods for participating in public and academic discussions at local, national, and global levels.

Our proposed program is consistent with the University of Kentucky's values of civic engagement and social responsibility. The BA/BS degrees in Writing, Rhetoric, and Digital Studies emphasize students' ethical development, students' capabilities as critical and independent thinkers, and students' need to be active participants in their own learning. Rhetoric's crucial role in public life has been recognized for centuries, and study in this discipline helps students recognize, value, and understand different cultural perspectives as they learn to express their own critical stances clearly and effectively. A rhetorical education

requires students to engage with the ethical implications of language use, an engagement that will allow them to act as committed citizens in their local communities and in society more broadly. Such study is a traditional cornerstone of a liberal arts education, particularly important in an era in which the forms of information exchange have been so dramatically altered by the Internet. Today's social and professional landscape requires educated participants able to move adroitly in digital environments; to understand the rhetorical frameworks of print and digital writing; and to recognize, evaluate, and adapt to shifts in culture and technology, all the while understanding the ethical implications of their work.

MISSION STATEMENT

The proposed majors in Writing, Rhetoric, and Digital Studies focus on the humanistic study of writing and rhetoric in its various genres, contexts (social, historical, political), and media (print and digital, textual and visual). Students in the program will study rhetoric and composition theory, practice writing in various forms (including professional and technical writing), and consider the emerging dynamics of digital composition. The majors prepare students to enter publishing, business, industry, or non-profit organizations. Students focusing on writing in digital environments may find employment with multimedia firms or web design organizations. For those interested in graduate work, the major prepares students to enter English education, rhetoric and composition, professional writing, and law. The majors in Writing, Rhetoric, and Digital Studies are grounded in the foundational idea that writing and rhetoric are important not only for professional success, but also for the development of an informed, engaged citizenry. We believe that the use and examination of writing and rhetoric must move beyond the classroom. As a result, the program fosters civic engagement, community building, and critical inquiry in public spaces. In this way, our program participates in the University of Kentucky's Land Grant mission of applied research and outreach.

PROPOSAL DEVELOPMENT PROCESS

In Fall 2010, the Division's Steering Committee was charged with organizing the new department, including the development of undergraduate and graduate degrees. In discussion with the faculty, the Steering Committee voted to begin by developing the BA/BS, since the expertise of the faculty was not being utilized fully through teaching and administering general education courses and the few undergraduate courses in writing that rhetoric and composition faculty in English had developed. The new BA/BS was vetted and passed in Spring 2011. The faculty began teaching experimental sections of the new courses in Spring 2011, and continued in Fall 2011 and Spring 2012 (under the A&S prefix and in ENG writing courses with open topics). These syllabi form the basis of the new course proposals included in the new BA/BS. On the basis of three semesters of teaching the new courses, the Steering Committee revised the new Course Catalog descriptions, which were passed by the whole faculty early in the Spring 2012 semester, along with the Mission Statement.

PROGRAM DESCRIPTION

A. UK Core Requirements (see UK Bulletin 2011-12, pp. 85-89).

B. College of Arts and Sciences Requirements for a Bachelor of Arts and Bachelor of Science degree (see UK Bulletin 2011-12, pp. 113)

C. Proposed Major in Writing, Rhetoric, and Digital Studies (39 hours + 3 hours free electives)

1. **Core Courses (6 hours)**

    WRD 300: Introduction to Writing, Rhetoric, and Digital Studies (3 hours)
    This course introduces students to the theory of rhetoric and composition. Students may examine the theoretical, ethical, and stylistic issues connected to writing in various rhetorical situations, including digital environments. The course forms a theoretical foundation for all other WRD courses and is required for all WRD majors. *Prereq: Completion of Composition and Communication requirement or consent of instructor. Required for WRD majors.*

    Enrollment expectations: We anticipate enrollment of 30 students per year, adding 30 students each year thereafter (one section in the first year, two in the second, and so forth).

    WRD 430: ADVANCED WORKSHOP: Senior Project (3 credit hours)
    Flexible course hours that supplement an existing course or provide advanced training in a particular area of writing, rhetoric, or digital studies. When subtitled "Senior Project," this course will provide students with the opportunity to complete a capstone project under the direction of a faculty member and with the support of peers. The three Senior Projects are 1) a senior thesis (for students going to graduate school), 2) a digital installation (presented live or online), and 3) a portfolio of work (in print or online format) suitable for employers.

    Enrollment expectation: Around 25 students per year will take 430 as "Senior Project."

2. **Electives within WRD** (27 hours—12 hours required at the 300 level; 12 hours required at the 400-500 level; and 3 hours, 200-level and above).

    WRD 203: BUSINESS WRITING (existing course)
    Instruction and experience in writing for business, industry, and government. Emphasis on clarity, conciseness, and effectiveness in preparing letters, memos, and reports for specific audiences. *Fulfills the Graduation Writing*

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

Requirement. Prereq: Completion of University Writing requirement or new general education Communications (6 hour) sequence.

Enrollment expectations: This course already enrolls 1,000 students per year (15 sections each semester and around 250 students enrolled in multiple sections in the summer).

WRD 204: TECHNICAL WRITING (existing course)

Instruction and experience in writing for science and technology. Emphasis on precision, clarity, and conciseness in preparing rhetorically effective letters, proposals, reports, and presentations for specific audiences. *Fulfills the Graduation Writing Requirement. Prereq: Completion of Composition and Communication requirement.*

Enrollment expectations: This course enrolls 100 students per year (1 section each Fall, 2 sections each Spring semester, and 1 section in the summer).

WRD 205: WRITING AND RHETORIC (subtitle required) (existing course; prefix and title change)

An open topics writing course focused on rhetorical analysis of issues of academic, political, social, or cultural significance. Students will interpret, analyze, and evaluate rhetorical strategies employed in print and digital texts. *Fulfills the Graduation Writing Requirement. Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: This course currently enrolls approximately 150 students per year on average (3 sections each semester) under the ENG 205 prefix/course number. We expect the numbers to remain stable in this course.

WRD 208: MULTIMEDIA WRITING

This course develops a practical understanding of writing and rhetoric through multimedia platforms and artifacts. With a focus on developing rhetorical skills for digital environments, students will produce and publish to the web in a range of media such as digital video and photography, blogs, wikis, podcasts, and comics. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We expect to offer this course once each year, with enrollment of 30.

WRD 210: SOCIAL MEDIA: THEORY, CULTURE, POLITICS, PRACTICE

The course examines how social media and the writing practices we employ influence notions of what it means to participate in community, society, and public discourse. Students will compose across different social media platforms and explore theoretical literature to examine the ways these tools

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

are evolving. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We expect to offer this course once each year, with enrollment of 50 or more (this will be a large-enrollment course). Initially, we expect 30-40 students per year.

WRD 301: STYLE FOR WRITERS (existing course; cross-listed with ENG 301) This course is designed for students who wish to improve their own writing style or the style of others. While the course may include some account of historical changes in prose style and require some stylistic analysis of literary texts, the emphasis is on editing contemporary prose, both in exercises and in the students' own writing. Students will learn and practice principles such as economy, coordination, subordination, precision, parallelism, balance, coherence, rhythm, clarity, and grace. *Prereq: Completion of Composition and Communication requirement and consent of instructor.*

Enrollment expectations: This course already enrolls 100 students per year, and we expect enrollment to grow by around 30 students per year. Under an agreement with the Chair and DUS in English, WRD will enroll 25 students and ENG will enroll 5.

WRD 302: THE ESSAY
Intensive writing and reading in the genre of the essay. The course will explore the conventions of the essay and analyze historical changes in the genre. Students will write essays and analyze the stylistic choices of professional essayists in order to inform their own writing in the genre. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every other year, increasing to 30 students every year, if there is sufficient demand. This course may be attractive to English majors.

WRD 306: INTRODUCTION TO PROFESSIONS IN WRITING (existing course; prefix change)
This course offers an introduction to and preparation for careers in the teaching of writing, professional writing, publishing, and editing. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every year. This course has been attractive to English majors and will be important for WRD majors.

WRD 308: VISUAL RHETORIC
This course introduces visual rhetoric, covering its history, current practice, and possible futures. Utilizing the disciplinary tools of rhetoric, students will

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

compose in textual and visual modes, learning a variety of methods with which to create and critique visuals. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every year.

WRD 311: HISTORY OF THE DOCUMENTARY

This course is designed to trace the evolution of the documentary film. Although the emphasis will be on the development of the American documentary, students will also be looking into contributions from across the world. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: This will be a large course taught once per year, with an anticipated enrollment of 50-100. Initially, we expect 30-40 students per year.

WRD 312: INTRODUCTION TO DOCUMENTARY

This course is dedicated to critical examination of approaches to the documentary, and the construction of a documentary of one's own. Students will examine different strategies, structures, and topics, with an eye to production. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: This is a hands-on course with enrollment of 30 students or less. We plan to offer this course every year, since WRD 412 and eventually WRD 512 (Advanced Documentary Production) are offered in a sequence.

WRD 320: RHETORICAL THEORY AND HISTORY

This course introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every year.

WRD 322: RHETORIC AND ARGUMENT

This course examines theories of rhetorical argument. Students read rhetorical theorists who speculate about what makes certain speech persuasive, as well as contemporary rhetoricians who are actually creating persuasive written and oral texts. Students use these theories to analyze and construct original arguments. *Prereq: Completion of Composition and Communication requirement or consent of instructor.*

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Enrollment expectations: We anticipate enrollment of 30 students every year.

WRD 324: WRITING CENTER PEER TUTORING

An undergraduate seminar that prepares qualified undergraduate students to become engaged and effective peer consultants in the UK Writing Center. Students in the course are actively involved in reading, writing, listening, observing, speaking, researching, and presenting as they become immersed in the theory and practice of Writing Center consulting. *Prereq: Completion of Composition and Communication requirement and consent of instructor.*

Enrollment expectations: We anticipate enrollment of 20-30 students every year but no more, since this is the gateway course into Writing Center peer tutoring positions.

WRD 395: INDEPENDENT STUDY (1-3 credit hours)

For undergraduate majors in WRD with a high standing. Each student pursues a course independently under the guidance of a faculty member and produces at least one major project. *Prereq: Standing of 3.0 in the major and permission of the Director of Undergraduate Studies.*

Enrollment expectations: Only students with a 3.0 GPA in the WRD major and permission of the DUS can take an independent study, so we anticipate only 3-5 students per year will be enrolled.

WRD 399: Internship (can be taken in 1-6 hour segments)

This course is an internship in the community that brings together the student's critical and practical knowledge of writing, rhetoric, or digital studies. In addition to evaluation by the internship supervisor for the course grade, the students will produce a reflective research project that may be presented in an annual public research forum. This is a capstone experience for students in the junior or senior year and is encouraged for all WRD majors. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement and consent of the Internship Supervisor.*

Enrollment expectations: We anticipate 25 students per year, with the addition of 25 more students each year thereafter.

WRD 401: SPECIAL TOPICS IN WRITING (subtitle required) (cross-listed with ENG 401*)

Studies of special topics in writing, in areas such as literary nonfiction, travel writing, science writing, responding to literature, cultural critique, and composing law and justice. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement and consent of instructor.*

Enrollment expectations: This is a popular course that already draws between 100-120 students per year, and we are unlikely to grow it beyond

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

these numbers. Under an agreement with the Chair and DUS in English, WRD will enroll 15 students and ENG will enroll 5.

WRD 402: AUTOBIOGRAPHICAL COMPOSITION (subtitle required)

A special topics course that examines a particular medium of autobiographical composition (textual, digital, or performative) and/or the ways autobiographical composing is used in particular contexts or communities. Students study and produce autobiographical composition. Mode of composing (print, digital, performance, or a combination) is at the discretion of the instructor. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement or consent of instructor.*

Enrollment expectations: We anticipate enrollment of 30 students every other year, perhaps increasing to 30 every year, if there is sufficient demand.

WRD 405: EDITING ENGLISH PROSE (existing course; cross-listed with ENG 405)

The course includes a broad introduction to best editing practices, as applied in literary, academic, business, and online writing. This course provides students with an introduction to the basics of editing and publishing and build upon prior knowledge of the essential elements of writing and style. *Prereq: WRD 301 or consent of instructor.*

Enrollment expectations: This is a popular course that WRD revived this year, with an enrollment of no more than 30 students. We anticipate offering it every other year, increasing to every year if there is sufficient demand. Under an agreement with the Chair and DUS in English, WRD will enroll 25 students and ENG will enroll 5.

WRD 406: TOPICS IN PROFESSIONAL WRITING (subtitle required)

This course addresses contemporary genres of professional writing, including professional correspondence, reports, and social media most often found in business, technical, and scientific communities. The course also addresses the common tools and technologies of professional writing production and practice. *Prereq: WRD 204 or WRD 306 or consent of instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students, increasing to every year if there is sufficient demand.

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WRD 408: DIGITAL COMPOSING

This course provides grounding in the analysis and theory of digital composition, which will inform personal, professional, or community-based projects. Projects will encourage students to work flexibly across various digital platforms. *Prereq: WRD 308 or consent of instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students.

WRD 412: INTERMEDIATE DOCUMENTARY PRODUCTION

This course explores a range of documentary approaches and styles, after which workshop and production of students' own documentaries will be emphasized. Students will focus on particular approaches and subjects to develop their individual signatures and styles. *Prereq: Completion of WRD 312 or consent of the instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students.

WRD 420: RHETORICAL TRADITIONS (subtitle required)

This course offers a detailed examination of the history and theory of a specific rhetorical tradition or group of traditions. Students will gain familiarity with key concepts and terms in a rhetorical tradition, compare and contrast culturally situated definitions of rhetoric, and better understand the way rhetorical historiography influences how rhetorical traditions are defined and taught. *Repeatable up to 6 hours. Prereq: Completion of WRD 320 or consent of instructor.*

Enrollment expectations: We anticipate offering this course every year, initially in one section of 30 students.

WRD 422: PUBLIC ADVOCACY (subtitled required)

This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements. *Repeatable up to 6 hours. Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.*

Enrollment expectations: We anticipate offering this course every other year, initially in one section of 30 students, increasing to every year if there is sufficient demand.

WRD 430: ADVANCED WORKSHOP (subtitled required) (1-6 credit hours)

Flexible course hours that supplement an existing course or provide advanced training in a particular area of writing, rhetoric, or digital studies. *Repeatable up to 6 hours. Prereq: Completion of Composition and Communication requirement or consent of instructor.*

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Enrollment expectation: In some cases, WRD 430 may be added on to another course (e.g., WRD 408) to add an hour of additional, specialized instruction, so it is difficult to anticipate enrollment. However, this course number will be used for the subtitle, "Senior Project" every year, with anticipated enrollment of 25 students. Perhaps 100 students per year.

3.   SUPPORT ELECTIVES IN RELATED PROGRAMS OUTSIDE THE MAJOR (6 hours).

Students must select two additional courses (3 credit hours each) from among the following:

A-H 360:	Visual Culture of Politics
A-S 200:	Digital Art, Space, and Time
A-S 245:	Web Design for Non-Majors
A-S 280:	Introduction to Photographic Literacy
COM 249:	Mass Media and Mass Culture
COM 281:	Communication in Small Groups
COM 287:	Persuasive Speaking
COM 311:	Patient-Provider Communication
COM 312:	Intercultural Communication in the Media
COM 313:	Interpersonal Relationships
COM 315:	Business Communication
ENG 381:	History of Film I
ENG 382:	History of Film II
ENG 407:	Intermediate Workshop in Imaginative Writing
ENG 480G:	Studies in Film
ENG 481G:	Studies in British Literature
ENG 482G:	Studies in American Literature
ENG 483G:	Studies in African American or Diasporic Literature
ENG 484G:	Comparative Studies in Literature
ENG 485G:	Studies in Literature and Gender
ENG 486G:	Studies in Theory
ENG 487G:	Cultural Studies
ENG 507:	Advanced Workshop in Imaginative Writing
GWS 250:	Gender and Social Movements
GWS 301:	Crossroads of Gender, Class, and Race
GWS 340:	History of Feminist Thought to 1975
LIN 211:	Introduction to Linguistics I
LIN 212:	Introduction to Linguistics II
LIN 317:	Language and Culture

4.   FREE ELECTIVES (3 hours). (Required by Senate Undergraduate Council.)

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D. Four Year Curricular Map: BA/BS in Writing, Rhetoric, and Digital Studies.

Course Plan for Professional Writing and Editing BA

Year 1: Fall	Year 1: Spring
WRD 110 (3) A&S Foreign Language 101 (4) UKC Inquiry in Arts & Creativity (3) UKC Quantitative Foundations (3) UKC Inquiry in Social Science (3) 16 credits	WRD 111 (3) WRD 130 (2) A&S Foreign Language 102 (4) UKC Inquiry in the Humanities (3) UKC Statistical Inferential Reasoning (3) 15 credits
Year 2: Fall	Year 2: Spring
WRD 204 (GWR) (3) WRD 300 (3) A&S Foreign Language 201 (3) UKC Inquiry in Natural Science (3) A&S Social Science 1 (3) 15 credits	WRD 205 (for A&S Humanities 1) (3) WRD 301 (3) A&S Foreign Language 202 (3) A&S Natural Science 1 (3) LIN 211 (support elective + A&S Humanities 2) (3) 15 credits

Year 3: Fall	Year 3: Spring
WRD 306 (3) WRD 312 (3) WRD 320 (3) WRD 324 (3) UKC Inquiry in Science (3) 15 credits	WRD 308 (3) WRD 401 (3) WRD 406 (3) A&S Natural Science 2 (3) A-S 245 (support elective) (3) 15 credits
Year 4: Fall	Year 4: Spring
WRD 399 (3) WRD 405 (3) WRD 408 (3) WRD 430: Senior Project (3) A&S Social Science 2 (3) 15 credits	WRD 302 (3) COM 313 (3) ENG 407 (3) GWS 301 (3) LIN 317 (free elective) (3)

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Course Plan for Professional Writing and Editing BS

Year 1: Fall	Year 1: Spring
WRD 110 (3) A&S Foreign Language 101 (4) A-S 200 (UKC Inquiry in Arts & Creativity & support elective) (3) UKC Quantitative Foundations (3) A&S Science or Math (3) 16 credits	WRD 111 (3) A&S Foreign Language 102 (4) UKC Inquiry in the Humanities (3) UKC Statistical Inferential Reasoning (3) A&S Science or Math (3) 16 credits
Year 2: Fall	**Year 2: Spring**
WRD 300 (3) UKC Inquiry in Social Science (3) A&S Foreign Language 201 (3) UKC Inquiry in Natural Science (3) A&S Science or Math (3) 15 credits	WRD 204 (GWR) (3) WRD 301 (3) A&S Foreign Language 202 (3) A&S Natural Science (3) LIN 211 (A&S Humanities & support elective) (3)

Year 3: Fall	Year 3: Spring
WRD 306 (3) WRD 324 (3) A&S Science or Math (3) UKC Inquiry in Science (3) A&S Social Science (3) 15 credits	WRD 308 (3) WRD 406 (3) A&S Science or Math (3) A&S Science or Math (3) A&S Science or Math (3) 15 credits
Year 4: Fall	**Year 4: Spring**
WRD 408 (3) WRD 430: Senior Project (3) GWS 301 (free elective) (3) A&S Science or Math (3) A&S Science or Math (3) A&S Science or Math (3) 18 credits	WRD 399 (A&S experiential/field requirement)(3) WRD 405 (3) A&S Science or Math (3) A&S Science or Math (3) A&S Science or Math (3) 15 credits

E. Distribution Requirements.

Other than the requirements listed above (12 hours in WRD at the 300 level, 12 hours in WRD at the 400 level and above, and 6 hours of support electives), there

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are no other distribution requirements or formal options.   Students must work with the DUS and faculty to devise a course plan that fits their interests and career aspirations.   There are three distinct course plans possible for students with dedicated interests in writing, rhetoric, or digital studies:

1. Professional Writing and Editing: WRD 203, 204, 205, 208, 301, 302, 306, 308, 324, 401, 402, 405, 406, 408; A-S 200, 245, 280; ENG 407, 507; LIN 211, 212, 317.

2. Rhetorical Theory and Practice: WRD 205, 301, 308, 320, 324, 325, 405, 420, 422, A-H 360; ENG 48XG; COM 249, 281, 287, 311, 313; GWS 250, 301, 340; LIN 317

3. Digital Studies: WRD 208, 210, 306, 308, 311, 312, 324, 402, 408, 412, 430; A-S: 200, 245, 280; COM 249, 312; ENG 381, 382, 407, 480G, 507; LIN 211, 212, 317.

These course plans are not formalized as Options for the Bulletin in order to provide students and their advisers with flexibility.

F. Support of/by Other Programs

Our lower division courses (WRD 110: Composition and Communication I, WRD 111: Composition and Communication II, WRD 203: Business Writing, WRD 204: Technical Writing, and WRD 205: Topics in Writing and Rhetoric) support two important general education requirements for all university students: the UKCore Composition and Communication requirement and the Graduation Writing Requirement. We teach 60% of all seats in Composition and Communication I & II (approximately 4,000 students per year). We also offer the largest number of courses for the Graduate Writing Requirement of any unit on campus, including approximately 1,500 students per year served in WRD 203, 204, and 205.

In their revised guidelines for the BA in English, the Department of English encourages English majors to take WRD courses. Initially, most courses in the proposed BA/BS in WRD will be open to any student on campus who can meet the prerequisites or obtain permission of the instructor (the exceptions include the Internship and Independent Study).

G. Replacement/Enhancement of Existing Programs

In many ways, the proposed BA/BS in WRD represents a vast expansion of a small number of nonfiction writing courses originally created by rhetoric and composition faculty and taught on a regular basis to English, English education, and Journalism majors. Those courses will move to WRD, but the student populations who have been supported by these courses will continue to be provided seats. We believe we will enhance other majors that require advanced instruction in writing, rhetoric, and digital media as well as provide the Commonwealth of Kentucky with the first undergraduate degree that will prepare citizens for careers in writing.

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H. Distance Learning

The proposed BA/BS in WRD will not be delivered via distance learning. A small number of general education courses (including WRD 110, 111, 203, and 204) will be offered via distance learning in the summers for the convenience of students, and one section of WRD 110 and 111 will be offered during the academic year to accommodate students who, because of disabilities, cannot give live public speeches.

I. Alternative Learning Formats

The proposed BA/BS in WRD will strongly encourage 3 hours of Internship so that students can apply the knowledge and skills they have acquired during their coursework in workplace environments. The Internship is meant to respond to CPE's Policy Objective 4.6, "Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation."

DEMAND

In March 2004, the Chair of the Conference on College Composition and Communication (CCCC), Kathleen Blake Yancey called for an increase in the development of writing majors nationwide, particularly programs that integrate print and digital communication. Since that time, dozens of workshops and sessions at CCCC have examined the development of writing majors around the country. A recent issue of *Composition Studies* focused exclusively on issues related to the writing major, and Greg Giberson and Thomas Moriarty's forthcoming co-edited collection *What We Are Becoming: Developments in Undergraduate Writing Majors* focuses on the development of writing majors in a variety of institutional contexts around the country. In addition, the governing organization of the discipline of rhetoric and composition, CCCC, has established a Committee on the Major in Rhetoric and Composition whose primary charge, as described on the organization's website, is to "document the variety of majors in composition and rhetoric across the country and in diverse institutional types and in diverse units."

According to data collected in a multi-year survey conducted by a committee of the CCCC charged with studying the growth of major programs in writing, rhetoric, & discourse, "the number of writing majors is increasingly rapidly," jumping from 45 institutions offering such majors in 2005-2006, to 68 institutions offering 72 majors and tracks in February 2009. Despite this national growth, no Kentucky institution offers an undergraduate major in this area.

Rhetorical competence in writing—the ability to produce texts for varied purposes, audiences, and media—is a fundamental necessity in a wide range of corporate, governmental, and non-profit careers. A nation-wide survey of business leaders conducted in 2004 by the College Entrance Examination Board's National Commission on Writing found that "writing appears to be a 'marker' attribute of high-skill, high-wage, professional work" (19). According to the report, half the responding companies report that they take writing ability into consideration when hiring professional employees. Two-thirds of salaried employees in large American companies have some writing responsibility. Eighty percent or

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more of the companies in the service and finance, insurance, and real estate (FIRE) sectors, the corporations with the greatest employment growth potential, assess writing during hiring. Half of all companies take writing into account when making promotion decisions.

Writing clear and effective prose is increasingly essential in virtually any career. A degree in writing informed by the study of rhetoric, however, ensures critical, analytic, problem-solving skills and the capacity to quickly, self-consciously, and ethically assess and adapt to new communicative contexts, including those that are digitally mediated. Writing, Rhetoric, and Digital Studies majors are particularly well suited for careers in advertising, editing, publishing, teaching (post-secondary and college), technical and professional writing in industry, as well as graduate study in a range of disciplines.

A. Demand at Other Institutions with Independent Writing and Rhetoric Majors

Institutions that have launched degrees in writing and rhetoric within the last decade have experienced steady growth. The University of Texas at Austin launched its B.A. in Writing and Rhetoric in Fall 2007. The number of majors increased steadily from Fall 2007 to Spring 2010. (The total undergraduate student population at UT was 38,437 in Fall 2011.)

University of Texas, BA Students in Writing & Rhetoric

Fall 07	70
Spring 08	128
Fall 08	184
Spring 09	195
Fall 09	216
Spring 2010	240
Fall 2010	230
Spring 2011	245
Fall 2011	223

The University of Rhode Island also launched a BA in Writing and Rhetoric in Fall 2007. The number of majors also increased steadily from Fall 2007 to Fall 2011 and continue to grow. (The total undergraduate enrollment at URI was 13,219 in Fall 2011.)

University of Rhode Island BA Students in Writing & Rhetoric

Fall 07	9
Fall 08	25
Fall 09	43
Fall 2010	56
Fall 2011	86

Michigan State University launched a BA in Professional Writing in Fall 2003. Statistics available for the BA since 2006 show steady growth. (The total undergraduate enrollment at MSU was 36,580 in Fall 2011.)

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Michigan State University BA in Professional Writing

Spring 06	54
Spring 07	65
Spring 08	75
Spring 09	86
Spring 10	101
Spring 11	124
Spring 12	148

Because these BA Programs have fewer courses in digital media than WRD proposes, we anticipate stronger initial and long-term growth.

B. Comparison with Other Writing and Rhetoric Majors

In the process of developing the current proposal for a major in Writing, Rhetoric, and Digital Studies, we examined existing programs at several different colleges and universities around the region and the country to identify common approaches and curricula. The types of institutions surveyed spanned a range from small and selective liberal arts colleges to comprehensive state universities and research-intensive universities. The range of course requirements and offerings for these majors varied widely, making it difficult to pinpoint a set of common curricula. However, the proposed major at UK shares many of the same curricular goals of the surveyed programs.

For comparison, the following table includes the core requirements for the undergraduate major at the following universities: the University of Rhode Island, the University of Texas at Austin, Michigan State University, and the proposed major at University of Kentucky. Each of these programs has a strong core of courses for the major, a focus on rhetoric and rhetorical theories, and elective courses similar to those already offered or under development in the rhetoric program at UK.

Institution	Core Requirements
University of Rhode Island	WRT 201—Writing Argumentative and Persuasive Texts WRT 235—Writing in Electronic Environments\ WRT 360—Composing Processes and Canons of Rhetoric WRT 490—Writing and Rhetoric
University of Texas at Austin	Rhetorical Theory and Analysis Studies in Computers and Language Professional Writing
Michigan State University	WRA 202—Professional Writing WRA 210—Web Authoring Three tracks available: technical and digital writing, writing in communities and cultures, and writing for publication

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University of Kentucky	WRD 300—Introduction to Writing, Rhetoric, & Digital Studies WRD 430—Advanced Workshop: Senior Project Three informal concentrations possible: writing (including professional writing), rhetoric, and digital studies

The proposed degree at the University of Kentucky is similar in many ways to the above programs. However, the degree is distinctive in two ways: 1) the variety and number of courses in digital composing, and 2) the focus of many rhetoric courses on issues in the public sphere. The faculty in WRD believe that students of writing and rhetoric should be prepared to work with emerging literacies (including composing for audio and video-mediated environments) and be able to participate in public debates (through writing and other media). While all of the above majors have some coursework in digital media and rhetoric of the public sphere, the proposed degree BA/BS in WRD offers more courses in these areas.

C. Existing Programs

There are no BA/BS programs in Writing and Rhetoric (with or without an emphasis in digital studies) in Kentucky. This program would be the first of its kind in the Commonwealth.

Program Assessment

The faculty in the Division of Writing, Rhetoric, and Digital Studies have been involved in creation and program-wide assessment of the UK Core Composition and Communication courses. The field of rhetoric and composition includes training and research in the assessment of writing instruction, so we have broad commitment to and expertise in assessment.

Learning Outcomes

Graduates with the BA/BS in Writing, Rhetoric, and Digital Studies will

1. write effectively in multiple forms, including flat print and mixed media, and multiple genres of nonfiction prose,
2. be able to analyze arguments in multiple contexts, using tools of rhetorical analysis,
3. demonstrate knowledge of rhetorical history and theory, in both local and global contexts,
4. be critical and creative producers and consumers of digital texts,
5. be engaged citizens and community members,
6. have applied their knowledge of writing, rhetoric, and/or digital studies (through the Senior Project and the option of an Internship).

The Undergraduate Studies Committee in the Division will undertake periodic assessment of the above learning objectives in the following ways:

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Learning Objective #1: Holistic scoring of randomly selected student writing.

Learning Objective #2: Holistic scoring of analytic writing randomly selected from students in rhetoric classes (WRD 320: Rhetorical History and Theory; WRD 322: Argumentation; WRD 420: Rhetorical Traditions, and WRD 422: Public Advocacy).

Learning Objective #3: Review of final exams from WRD 320: Rhetorical History and Theory to ascertain how well students are learning and applying rhetorical theory to local and global contexts.

Learning Objective #4: Holistic scoring of digital projects (from WRD 208: Multimedia Writing, WRD 308: Visual Rhetoric, WRD 312: Introduction to the Documentary, WRD 408: Digital Composing, and WRD 412: Intermediate Documentary Production) and analytic writing from WRD 210: Social Media and WRD 308: Visual Rhetoric)

Learning Objective #5: Comparison of pre-major and graduation self-efficacy and behavioral instruments.

Learning Objective #6: Reviews of senior projects and internship evaluations by internship hosts.

Cost

The College of Arts and Sciences and the Division of Writing, Rhetoric, and Digital Studies do not anticipate any additional costs associated with creating a new BA/BS in Writing, Rhetoric, and Digital Studies. Over the last three years, the Office of the Provost and the College of Arts and Sciences made a substantial investment in tenure-stream and lecturer faculty lines and graduate assistantships for the Division. This is partly a result of the new UK Core requirement in Composition and Communication. Given the large investment and given the number of students already enrolled in WRD 110, 111, 203, and 204, it makes good financial sense to utilize these resources in multiple ways, including the creation of a BA/BS Program. (The Division budget includes 58 TA lines and 87 PTI lines.)

The current WRD faculty is sufficient to support the initial implementation of the BA/BS. Based on current projected major figures, WRD faculty will need to teach a total of 7 sections of WRD courses (200-level and above) per semester in the first year of the program just for students in the major (and not including students from other disciplines who expect to take our courses). WRD already teaches a minimum of 10 sections per semester and can support 25 sections with existing faculty. All WRD faculty will continue to teach 100-level courses. Lecturers teach a minimum of 3 WRD 110 or 111 courses per year (most teach 4); tenure-line faculty teach a minimum of 1 WRD 110 or 111 course per year (most teach 2).

The program already has dedicated professional and support staff, and thus no additional staff is needed as a result of a new undergraduate degree program.

There is an expectation that WRD faculty and staff will grow along with student enrollment in the major, as is the case for any department/unit that experiences unexpected student major increases.

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Although WRD 110 and 111 courses have course fees attached to them, these additional revenues are earmarked for the UK Core courses, and thus will be used to cover equipment costs and technological-consumables attendant to those lower-division courses.

Faculty and Staff

Listing and Credentials

WRD:

Joshua Abboud. Lecturer. PhD, Rhetorics, Communication, and Information Design, Clemson University.

Steven Alvarez. Assistant Professor. PhD, English, the Graduate Center, City University of New York.

Adam Banks. Professor & Director of WRD. PhD, Rhetoric and Composition, Penn State University.

Elizabeth Connors-Manke. Lecturer. PhD, English, University of Kentucky.

William Endres. Assistant Professor. PhD, Rhetoric and Linguistics, Arizona State University.

Janice Fernheimer. Associate Professor & Director, Jewish Studies. PhD, English, University of Texas, Austin.

Jim Ridolfo. Assistant Professor. PhD, Rhetoric and Writing, Michigan State University.

Thomas Marksbury. Senior Lecturer. PhD, English, University of Kentucky.

Brian McNely. Assistant Professor. PhD, Rhetoric and Writing Studies. University of Texas, El Paso.

Roxanne Mountford. Associate Professor. PhD, Rhetoric and Composition, Ohio State University.

Judith Gatton Prats. Senior Lecturer & Writing Center Director. MA, English, University of Kentucky.

Jeff Rice. Martha B. Reynolds Endowed Professor & Co-Director, Wired Residential College. PhD, English, University of Florida.

Jenny Rice. Assistant Professor & Director of Composition. PhD, English, University of Texas, Austin.

Katherine Rogers-Carpenter. Lecturer. PhD, English, University of Kentucky.

Brandy Scalise. Lecturer. PhD, Rhetoric and Composition, Penn State University.

Deborah Kirkman. Manager and Associate Director of Composition.
Diane Robertson. Department Manager.

English:

Randall Roorda. Associate Professor. PhD, English Education, University of Michigan. (.25 FTE)

The Division of Writing, Rhetoric, and Digital Studies currently employs 15.25 FTE faculty (9.25 tenure-line faculty and 6 lecturers).

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Faculty by Rank

Rank	Name
Lecturers	Joshua Abboud, Elizabeth Connors-Manke, Katherine Rogers-Carpenter, Brandy Scalise
Senior Lectures	Thomas Marksbury, Judith Gatton Prats
Assistant Professors	Steven Alvarez, William F. Endres, Brian McNely, Erik Reece (.25 FTE), and Jim Ridolfo
Associate Professors	Janice Fernheimer, Roxanne Mountford, Jenny Rice and Randall Roorda (.25 FTE)
Professors	Adam Banks, Jeff Rice

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APPENDICES

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

APPENDICES

Proposal for BA/BS in Writing, Rhetoric, and Digital Studies

Four-Year Course Assignment Plan

(Courses in the Major Only)*

Fall 2011 (courses already taught)

COURSE	INSTRUCTOR
WRD 203: Business Writing (15 sections)	PTIs & TAs
WRD 204: Technical Writing (1 section)	PTI
WRD 205: Writing and Rhetoric (3 sections)	Master TA
	Brandy Scalise
	Katherine Rogers-Carpenter
WRD 301: Style for Writers (2 sections)	Joshua Abboud
	Erik Reece
WRD 302: The Essay	Beth Connors Manke
WRD 308: Visual Rhetoric	Jason Helms
WRD 312: Introduction to Documentary	Tom Marksbury
WRD 402: Autobiographical Composition	K. J. Rawson
WRD 420: Rhetorical Traditions	Jan Fernheimer

Spring 2012 (courses already taught)

COURSE	INSTRUCTOR
WRD 203: Business Writing (31 sections)	PTIs & TAs
WRD 204: Technical Writing (2 sections)	PTIs
WRD 205: Writing and Rhetoric (4 sections)	K. J. Rawson
	Joshua Abboud
	Beth Connors Manke x 2
WRD 210: Social Media	Adam Banks
WRD 301: Style for Writers (2 sections)	Brandy Scalise
	Tom Marksbury
WRD 311: History of the Documentary	Tom Marksbury
WRD 320: Rhetorical Theory and History	Katherine Rogers-Carpenter
WRD 401: Special Topics in Writing (3 sections)	Randall Roorda
	Katherine Rogers-Carpenter
	Erik Reece
WRD 405: Editing English Prose	Rhonda Reeves (PTI/local editor)
WRD 420: Rhetorical Traditions	Adam Banks
WRD 430: Advanced Workshop (2 credits) x 2	Rachel Elliot

Fall 2012 (courses already taught)

COURSE	INSTRUCTOR
WRD 203: Business Writing (15 sections)	PTIs and TAs
WRD 205: Writing and Rhetoric (3 sections)	Steve Alvarez
	Master TAs
WRD 208: Multimedia Writing	Joshua Abboud

WRD 210: Social Media	Adam Banks
WRD 300: Intro to Writing, Rhetoric & Digital Studies	Roxanne Mountford
WRD 301: Style for Writers (2 sections)	Brandy Scalise x 2
WRD 306: Professions in Writing	Brian McNely
WRD 312: Introduction to Documentary	Tom Marksbury
WRD 320: Rhetorical Theory and History	Katherine Rogers-Carpenter
WRD 401: Special Topics in Writing (2 sections)	Jan Fernheimer
	Randall Roorda
WRD 408: Digital Composing	Jeff Rice
WRD 422: Public Advocacy	Beth Connors Manke
WRD 430: Advanced Workshop (2 credits) x 2	Rachel Elliot x 2

Spring 2013 (courses already taught)

COURSE	INSTRUCTOR
WRD 203: Business Writing (33 sections)	PTIs & TAs
WRD 204: Technical Writing	Brian McNely
WRD 205: Writing and Rhetoric (3 sections)	Erik Reece
	Katherine Rogers-Carpenter
	Master TA
WRD 208: Multimedia Writing	Joshua Abboud
WRD 210: Social Media	Adam Banks
WRD 301: Style for Writers	Brandy Scalise
WRD 308: Visual Rhetoric	Bill Endres
WRD 311: History of the Documentary	Tom Marksbury
WRD 324: Writing Center Tutoring	Judy Gatton Prats
WRD 401: Special Topics in Writing (2 sections)	Beth Connors Manke
	Randall Roorda
WRD 402: Autobiographical Composition	Steve Alvarez
WRD 406: Topics in Professional Writing	Brian McNely
WRD 412: Intermediate Documentary Production	Tom Marksbury
WRD 420: Rhetorical Traditions	Jan Fernheimer
WRD 430: Advanced Workshop (2 credits) x 2	Rachel Elliot x 2

Fall 2013 (courses already taught)

COURSE	INSTRUCTOR
WRD 203: Business Writing (19 sections)	PTIs and TAs
WRD 204: Technical Writing (2 sections	Brian McNely x 2
WRD 205: Writing and Rhetoric (3 sections)	Jan Fernheimer
	Master TA x 2

WRD 301: Style for Writers	Jim Ridolfo
WRD 306: Professions in Writing	Brian McNely
WRD 312: Introduction to Documentary	Tom Marksbury
WRD 322: Rhetoric and Argument	Jenny Rice
WRD 395: Independent Study (2 sections)	Beth Connors Manke
	Joshua Abboud
WRD 401: Special Topics in Writing (2 sections)	Joshua Abboud
	Brandy Scalise
WRD 402: Autobiographical Composition	Steve Alvarez
WRD 430: Advanced Workshop (2 sections)	Rachel Elliot x 2 (3 credits)

Spring 2014 (courses assigned)

COURSE	INSTRUCTOR
WRD 130: Introductory Workshop	Rachel Elliot
WRD 203: Business Writing (32 sections)	PTIs and TAs
WRD 204: Technical Writing	Bill Endres
WRD 205: Writing and Rhetoric (3 sections)	Jim Ridolfo
	Katherine Rogers-Carpenter
	Jan Fernheimer
WRD 208: Multimedia Writing	Joshua Abboud
WRD 210: Social Media	Jeff Rice
WRD 301: Style for Writers (2 sections)	Bill Endres x 2
WRD 324: Writing Center Tutoring	Judy Gatton Prats
WRD 395: Independent Study (2 sections)	Beth Connors Manke
	Joshua Abboud
WRD 401: Special Topics in Writing (4 sections)	Erik Reece
	Jan Fernheimer
	Randall Roorda
	Tom Marksbury
WRD 405: Editing English Prose	Brandy Scalise
WRD 412: Intermediate Documentary Production	Tom Marksbury

Fall 2014

COURSE	INSTRUCTOR
WRD 203: Business Writing (17 sections)	PTIs and TAs
WRD 204: Technical Writing	Brian McNely
WRD 205: Writing and Rhetoric	Steve Alvarez
	Beth Connors Manke
WRD 208: Multimedia Writing	Joshua Abboud
WRD 300: Intro to Writing, Rhetoric & Digital Studies	Roxanne Mountford

WRD 301: Style for Writers (2 sections)	Brandy Scalise x 2
WRD 306: Professions in Writing	Brian McNely
WRD 308: Visual Rhetoric	Bill Endres
WRD 312: Introduction to Documentary	Tom Marksbury
WRD 320: Rhetorical Theory and History	Katherine Rogers-Carpenter
WRD 401: Special Topics in Writing (2 sections)	Jan Fernheimer
	Jim Ridolfo
WRD 408: Digital Composing	Jim Ridolfo
WRD 422: Public Advocacy	Jenny Rice
WRD 430: Advanced Workshop (2 credits) x 2	Rachel Elliot x 2
(3 credits)	Jeff Rice (Senior Projects)

Spring 2015

COURSE	INSTRUCTOR
WRD 203: Business Writing (32 sections)	PTIs and TAs
WRD 204: Technical Writing	Bill Endres
WRD 205: Writing and Rhetoric (3 sections)	Tom Marksbury
	Katherine Rogers-Carpenter
	Brandy Scalise
WRD 208: Multimedia Writing	Joshua Abboud
WRD 210: Social Media	Jeff Rice
WRD 301: Style for Writers	Beth Connors Manke
WRD 302: The Essay	Beth Connors Manke
WRD 308: Visual Rhetoric	Bill Endres
WRD 311: History of the Documentary	Tom Marksbury
WRD 322: Rhetoric and Argument	Roxanne Mountford
WRD 324: Writing Center Tutoring	Judy Gatton Prats
WRD 401: Special Topics in Writing (3 sections)	Jenny Rice
	Erik Reece
	Randall Roorda
WRD 402: Autobiographical Composition	Steve Alvarez
WRD 406: Topics in Professional Writing	Brian McNely
WRD 412: Intermediate Documentary Production	Tom Marksbury
WRD 420: Rhetorical Traditions	Jan Fernheimer
WRD 430: Advanced Workshop (2 credits) x 2	Rachel Elliot x 2

*Lecturers and tenure-line faculty also teach WRD 110 and 111. Tenure-line faculty occasionally teach graduate-level courses in English.

UK

UNIVERSITY OF
KENTUCKY®

College of Arts and Sciences
Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027

859 257-8354
fax 859 323-1073

April 2, 2012

Educational Policy Committee
College of Arts and Sciences

Dear colleagues,

I am writing in strongest support of the proposals to establish a Department of Writing, Rhetoric, and Digital Media and a BA degree in this area. Writing and rhetoric have always been crucial to society, and their importance has shifted and only intensified in recent decades with the rise of digital media. When I arrived at the University of Kentucky in the fall of 2009, a Provost-A&S Dean committee had just recommended, in the spring of that year, that writing be instituted as a program separate from the Department of English. Given the importance of writing and rhetoric, the rise of digital formats, and the need to staff the new General Education requirement in Composition and Communication, I decided upon my arrival to work towards the institution of a department in this area, hiring new faculty and empowering them to design a department and BA program (along with the C&C course). The present proposals are the culmination of that progress.

As an historian, I take a long view on current developments. With the rise of the Internet, we are currently undergoing a shift in literacy practices that is as dramatic as the one that followed the development of the printing press in the fifteenth century. Gutenberg's invention allowed for the mass production of books, spreading reading to the public. The Internet now allows anyone with access to a computer to publish their own writing and to create their own visuals, vastly increasing the speed with which ideas are communicated in new public spaces. The College needs a unit that is keyed to and a leader in digital media education. The current Division of Writing, Rhetoric, and Digital Media has been at the forefront of changing how writing and communication are taught at the University. It joined with the Department of Communication to create an integrated Composition and Communication Program that combines multiple literacies in one two-sequence course. It has also introduced a spate of innovative new courses in writing writ large. Once implemented, the proposed BA will prepare students in the Commonwealth for careers in which the revolution in literacy practices is fully underway. It is the only BA of its kind in Kentucky.

The College is fully committed to providing the resources needed by the proposed department and BA. Since we have already built up its tenure-track and lecturer faculty,

and since the unit is already offering most of the courses the BA requires, no new resources are presently needed in order for the department and BA to function. Should additional resources be required in the future, the College will provide them.

If you have any questions about the College's support for these proposals, please do not hesitate to contact me. I would also be happy to attend an EPC meeting if need be.

Sincerely,

Mark Lawrence Kornbluh
Dean

April 2, 2012

Mark Kornbluh, Dean
College of Arts & Sciences
202 Patterson Office Tower

Dean Dean Kornbluh:

I write to express the English Department's support for the creation of a B.A. degree in Writing, Rhetoric, and Digital Media (WRD) as a step complementary with WRD's imminent movement to Department status.

As detailed in its proposal, WRD now has the faculty to support a degree program. Further, the program envisioned by WRD will be the first of its kind in the Commonwealth of Kentucky.

English will cross-list WRD 301, 401, and 405 as ENG 301, 401, and 405, respectively. English will also transfer ENG 205 and 306 to WRD as WRD 205 and 306.

English looks forward to working with WRD as the Division's BA is created and the Division moves to Department status. Please contact me if there are any questions.

Yours Truly,

Jeffry A. Cl

Jeffory A. Clymer
Associate Professor
Chairperson

UK

Dream • Challenge • Succeed

COLLEGE OF COMMUNICATION AND INFORMATION

February 18, 2013

MEMO TO: Senate Undergraduate Council

FROM: Beth E. Barnes
                     Associate Dean for Undergraduate and International Studies

SUBJECT: Writing, Rhetoric and Digital Studies proposal

I'm writing to express our college's support for the revised proposal for undergraduate programs in Writing, Rhetoric and Digital Studies. As you know, we had a number of concerns regarding the initial proposal, prompted primarily by issues related to duplication of existing curricula and possible confusion for students.

College of Arts & Sciences Associate Dean for Undergraduate Programs Anna Bosch and WRD director Roxanne Mountford met with representatives from our college to discuss areas of concern, and Dr. Bosch and I also met several times to further those discussions. The revised proposal reflects WRD's willingness to respond to the concerns we expressed.

We greatly appreciate WRD's willingness to make changes in their proposal to address the issues we raised. The revised proposal is one that truly complements our existing programs. We're particularly pleased with the name change; we felt strongly that "Writing, Rhetoric and Digital Media" would be confusing for prospective students given the existence of our program in Media Arts and Studies, and the general public's association of the word "media" with the news media. The WRD faculty paid attention to our concerns and developed a revision that is responsive to the issues we had raised.

College of Communication and Information
308 Lucille Little Library • Lexington, Kentucky 40506-0224
(859) 218-0290 • *fax* (859) 323-9879
www.uky.edu
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Subject: Re: Request from WRD

Date: Thursday, March 29, 2012 12:17:10 PM ET

From: Giancarlo, Matthew C

To: Mountford, Roxanne D, Norman, Gurney M

Hi Roxanne,

This is fine, we have no problem with you listing whichever courses seem most relevant for your needs. The only caveat is that many of our course numbers (the 48XG courses) are likely to change in the near future, when our revised major proposal goes through. (We will be attempting to re-organize our course offerings somewhat.)

Would you like a formal separate letter of support on letterhead, or will an email be sufficient?

Best,
Matt

On 3/28/12 4:19 PM, "Mountford, Roxanne D" <mountford@uky.edu> wrote:

> Dear Matt and Gurney,
>
> I've been advised that listing specific courses recommended as electives for future majors in WRD is better than suggesting all courses under a prefix. So, as our allied department and major, would you be willing to let us list the following courses:
>
> ENG 381, 382, 407, 480G, 481G, 482G, 483G, 484G, 485G, 486G, 487G, and 507?
>
> Two are creative writing courses, which is why I'm including Gurney in the request. I understand that students taking 507 will have to have taken 207 or 407 or have permission of instructor.
>
> I'm attaching the current version of the courses and outline of the BA. Below, I've included the Mission Statement.
>
> If you both agree, it would be great if one or both of you could write us a very brief letter saying that you do approve. And, if possible, we'd welcome a few words of support for the new BA, which will be the first of its kind in Kentucky. I'd like to have the letter(s) by next week.
>
> Thanks, Roxanne
>
> Mission Statement
> The proposed major in Writing, Rhetoric, and Digital Media focuses on the humanistic study of writing and rhetoric in its various genres, contexts (social, historical, political), and media (print and digital, textual and visual). Students in the program will study rhetoric and composition theory, practice writing in various forms (including professional and technical writing), and consider the emerging dynamics of digital composition. The major prepares students to enter publishing, business, industry, or non-profit organizations. Students focusing on new media may find employment with multimedia firms or web design

Subject: RE: Request from WRD

Date: Thursday, March 29, 2012 1:27:25 PM ET

From: Norman, Gurney M

To: Mountford, Roxanne D

Roxanne,

I think it will be good to list ENG 407 and ENG 507 as WRD electives. It could help boost enrollment in those Creative Writing courses. We are working to increase enrollment in the Creative Writing courses as part of the Department's total effort to increase enrollment in English courses. Our new ENG 107 Introduction to Creative Writing CORE course should help with this as well.

It was nice to see you the other day.

Gurney

From: Mountford, Roxanne D
Sent: Wednesday, March 28, 2012 4:19 PM
To: Giancarlo, Matthew C; Norman, Gurney M
Subject: Request from WRD

Dear Matt and Gurney,

I've been advised that listing specific courses recommended as electives for future majors in WRD is better than suggesting all courses under a prefix. So, as our allied department and major, would you be willing to let us list the following courses:

ENG 381, 382, 407, 480G, 481G, 482G, 483G, 484G, 485G, 486G, 487G, and 507?

Two are creative writing courses, which is why I'm including Gurney in the request. I understand that students taking 507 will have to have taken 207 or 407 or have permission of instructor.

I'm attaching the current version of the courses and outline of the BA. Below, I've included the Mission Statement.

If you both agree, it would be great if one or both of you could write us a very brief letter saying that you do approve. And, if possible, we'd welcome a few words of support for the new BA, which will be the first of its kind in Kentucky. I'd like to have the letter(s) by next week.

Thanks, Roxanne

Mission Statement

The proposed major in Writing, Rhetoric, and Digital Media focuses on the humanistic study of writing and rhetoric in its various genres, contexts (social, historical, political), and media (print and digital, textual and visual). Students in the program will study rhetoric and composition theory, practice writing in various forms (including professional and technical writing), and consider the emerging dynamics of digital composition. The major prepares students to enter publishing, business, industry, or non-profit organizations. Students focusing on new media may find employment with multimedia firms or web design organizations. For those interested in graduate work, the major prepares students to enter English education, rhetoric and composition, professionalwriting, and law. The major in Writing, Rhetoric, and Digital Media is grounded in the foundational idea that writing and rhetoric are important not only for professional success, but also for the development of an informed, engaged citizenry. We believe that the use and examination of writing, rhetoric, and digital media must move beyond the classroom. As a result, the program fosters civic engagement, community building, and critical inquiry in public spaces. In this way, our program participates in the University of Kentucky's Land Grant mission of applied research and outreach.

--
Roxanne Mountford, PhD
Director
Division of Writing, Rhetoric, & Digital Media
College of Arts and Science
University of Kentucky
1355 Patterson Office Tower
Lexington, KY 40506-0027
859-257-6985
mountford@uky.edu

Subject: RE: Thanks!

Date: Thursday, March 29, 2012 11:04:59 AM ET

From: Withers, Benjamin C

To: Mountford, Roxanne D

Roxanne—

You have my blessing as Chair of the Department of Art to list A-H 101: Introduction to Visual Studies, A-H 360 Visual Culture of Politics, A-S 200 Digital Art, Space, and Time, A-S 245 Web Design: Web Design for Non-Majors, and A-S 280 Introduction to Photographic Literacy as electives for students in the proposed new BA degree in WRD.

Dr. Benjamin C. Withers

Professor and Chair

Department of Art

University of Kentucky

Lexington, KY 40506

(859) 257-4013

From: Mountford, Roxanne D
Sent: Wednesday, March 28, 2012 4:01 PM
To: Withers, Benjamin C
Subject: Thanks!

Ben,

Thank you for giving WRD permission to list A-H 101: Visual Literacy, A-H 360: Visual Literacy and Politics, A-S 200: Digital Art, Space, Time, and A-S 245: Web Design for Non-Majors as specific electives we'd like our future majors to consider as electives. If you don't mind writing me a paragraph to this effect, I'd be grateful. Also, I'm attaching the outline of the BA and catalog descriptions of our courses. The mission statement is below. If you would be willing to include a few words of support in your letter, that would be great, too. I'm trying to get all this to the EPC (in A&S) within the next week, so if you can get this to me soon, I'd be grateful. There is no BA like ours in the Commonwealth.

Cheers, Roxanne

Mission Statement for the BA in WRD:

The proposed major in Writing, Rhetoric, and Digital Media focuses on the humanistic study of writing and rhetoric in its various genres, contexts (social, historical, political), and media (print and digital, textual and visual). Students in the program will study rhetoric and composition theory, practice writing in various forms (including professional and technical writing), and consider the emerging dynamics of digital composition. The major prepares students to enter publishing, business, industry, or non-profit organizations. Students focusing on new media may find employment with multimedia firms or web

Subject: RE: Courses WRD students can take?

Date: Thursday, March 29, 2012 6:25:27 AM ET

From: Sellnow, Deanna D

To: Mountford, Roxanne D

Roxanne,

Sure. Here are the COM courses WRD students could take:

COM 101
COM 249
COM 281
COM 287
COM 311
COM 312
COM 313
COM 314
COM 315

Good work on getting a proposal together while doing all the other things....

Deanna

Dr. Deanna Sellnow
Gifford Blyton Endowed Professor of Communication
Director, Undergraduate Studies in Communication
Director, Division of Instructional Communication
University of Kentucky
Lexington, KY 40506

From: Mountford, Roxanne D
Sent: Wednesday, March 28, 2012 3:10 PM
To: Sellnow, Deanna D
Subject: Courses WRD students can take?

Deanna,

I am trying to finish up the BA in WRD proposal, and one thing I'd really like to do is to suggest a few courses in COMM, ISC, Journalism, and Media Arts that students can take as electives. Could I trouble you to tell me which courses I have permission to list? The good news is that any courses we list specifically will give you more SCHs.

Thanks for your help!

Roxanne

--

Roxanne Mountford, PhD
Director
Division of Writing, Rhetoric, & Digital Media
College of Arts and Science
University of Kentucky
1355 Patterson Office Tower

Subject: Re: Thanks--and one more thing

Date: Tuesday, April 3, 2012 12:15:15 PM ET

From: Hippisley, Andrew R

To: Mountford, Roxanne D

Dear Roxanne,

The proposed BA in Writing, Rhetoric and Digital Media will attract students who will be interested in the structure of language, and would therefore benefit from some of the courses used for the Linguistics major. Specifically, the intro course 211 and 212 and the Language and Culture subtitle series. Students of your major will be welcome to join these courses.

Regards

Andrew Hippisley, Director of Linguistics

Sent from my iPhone

On Apr 1, 2012, at 3:25 PM, "Mountford, Roxanne D" <mountford@uky.edu> wrote:

Andrew,

I learned I only need an email from you giving us permission for our students to take LIN 211, 212, and 317. Could you write me back a sentence or two to that effect?

Thanks, Roxanne

PS: If you have already done so, please resend. I can't find a reply from you to this email (but thought I remembered that you had done so)!

--
Roxanne Mountford, PhD
Director, Division of Writing, Rhetoric, and Digital Media
College of Arts and Sciences
University of Kentucky
1355 Patterson Office Tower
Lexington, KY 40506-0027
mountford@uky.edu
859-257-6985

From: "Mountford, Roxanne D" <mountford@uky.edu>
Date: Wed, 28 Mar 2012 16:12:22 -0400
To: "Hippisley, Andrew R" <andrew.hippisley@uky.edu>
Subject: Thanks--and one more thing

Andrew,

Could I have a brief letter from you giving me permission to list LIN 211, 212, and 317 as courses recommended as electives? Also, if you would be willing, a few words of support for the BA proposal? I should think if I could have it within the next week, that would be ideal.

Subject: Re: WRD BA request & your joint hire request

Date: Wednesday, March 28, 2012 6:10:41 PM ET

From: Cooper, Patricia A

To: Mountford, Roxanne D

Yes to using our courses for WRD students. Please note that 301 and 302 are also UK Core courses, which should work out fine Yes to writing a letter for the BA. I'd be glad to. Can get it done before next Wednesday. Will get back to you if I have questions. Address to you?

Patricia Cooper

Sent from my iPhone.

On Mar 28, 2012, at 4:09 PM, "Mountford, Roxanne D" <mountford@uky.edu> wrote:

> Hi, Patty!
>
> I had to cancel yesterday's WRD meeting because we are knee deep in end of year events. I'm going to take your proposal to my Steering committee next week, Tuesday, 11-12:30. We're dealing with our own hiring plan that day, so the timing is good.
>
> I would like to ask your permission to list some GWS courses as recommended electives for our majors in WRD. I'm trying to finish up the BA proposal, and this is one of the last pieces. I'm particularly interested in the following: GWS 250, 301, and 340. If I have your permission to list these courses formally in the BA, would you let me know? And if the answer is yes, could I ask you for a brief letter to that effect by next Wed. (earlier would be even better). If you agree, I'd be most grateful if we could have a few words of support from you for our major in that same letter. I'm attaching the outline of the major and the course descriptions, and the mission statement is below.
>
> Cheers, Roxanne

Mission Statement: The proposed major in Writing, Rhetoric, and Digital Media focuses on the humanistic study of writing and rhetoric in its various genres, contexts (social, historical, political), and media (print and digital, textual and visual). Students in the program will study rhetoric and composition theory, practice writing in various forms (including professional and technical writing), and consider the emerging dynamics of digital composition. The major prepares students to enter publishing, business, industry, or non-profit organizations. Students focusing on new media may find employment with multimedia firms or web design organizations. For those interested in graduate work, the major prepares students to enter English education, rhetoric and composition, professionalwriting, and law. The major in Writing, Rhetoric, and Digital Media is grounded in the foundational idea that writing and rhetoric are important not only for professional success, but also for the development of an informed, engaged citizenry. We believe that the use and examination of writing, rhetoric, and digital media must move beyond the classroom. As a result, the program fosters civic engagement, community building, and critical inquiry in public spaces. In this way, our program participates in the University of Kentucky's Land Grant mission of applied research and outreach.

--

From: Maschio, Geraldine
Sent: Friday, November 30, 2012 2:45 PM
To: Mountford, Roxanne D; Bosch, Anna
Subject: FW: BA/BS in WRD

Dear Roxie and Anna,

Below is a letter of support for the BA in WRD from the Director of the School of Art, Rob Jensen. As you can see, he is in full support of the degree but raises important questions regarding computer needs.

The College is in full support of this degree as well. We would appreciate hearing back about the concerns that Rob has identified as they may impact our facilities.

We all look forward to working with you as this degree moves forward.

Many thanks.

Geri

From: Jensen, Robert
Sent: Friday, November 30, 2012 2:20 PM
To: Maschio, Geraldine
Cc: Adams, Ruth; Tick, Michael
Subject: Re: BA/BS in WRD

Geri,

You can cut and paste my response so that the WRD proposal can go forward.

November 30, 2012

Undergraduate Council

Dear colleagues:

I have carefully reviewed the full proposal to create a B.A. degree in "Writing, Rhetoric, and Digital Media." In principal I see few overlaps with courses currently being taught in the School of Art & Visual Studies. It is a serious and useful major and **I strongly endorse its adoption.** I also see this new program as an opportunity to draw faculty and students closer between the two colleges of Fine Arts and Arts & Sciences (and would anticipate that such collaborations would eventually extend to multiple additional colleges).

I do, however, have several observations to make. The proposal does not make clear what facility support will be available for majors (and classes) in the new degree program. Will the program rely on current non-dedicated computer labs? The School of Art and Visual Studies labs, currently housed in Whitehall, will be moved in three semesters, with their equipment, to the renovated Bolivar building that is to replace the Reynolds building. Since most courses described in this program statement do not imply an intensive use of computer equipment dedicated labs would not be an issue for them. But the documentary filmmaking courses (WRD 312 and WRD 412), and Visual Rhetoric (WRD 308), and Digital Composing (WRD 408) all suggest extensive computing. In the description concerning costs I found the following: "Although WRD 110 and 111 courses have course fees attached to them, these additional revenues are

earmarked for the UK Core courses, and thus will be used to cover equipment costs and technological-consumables attendant to those lower-division courses." All other costs are described in terms of faculty lines. No indications are given in regard to the technological needs for the courses I have just indicated. These are no small investments and strategies would have to be devised to anticipate what the computing classroom of the next several decades should look like. Perhaps majors would be required to own their own laptops; but even this solution has limitations, since, by virtue of falling outside UK licensing agreements, it would require students to buy their own, often expensive software. The Council should be satisfied that these facilities costs can and will be addressed before final approval of the degree. (If we are able to schedule WRD digital lab classes around our own digital design courses in Bolivar, we would, of course, be happy to do so.)

Second, the School of Art & Visual Studies is in the process of putting forward a minor in digital media design and a minor in photography. I think here is an opportunity for close collaboration between the two colleges, since many of the skill sets acquired in these minors exactly support the overall ambitions of the "Writing, Rhetoric, and Digital Media" proposed major. The points of intersection are most strongly WRD 308 and WRD 408 with A-S 200, A-S 280, A-S 345 (web design), A-S 346 (digital video), and A-S 348 ("Circuits and Bits"). Then there is the photo minor which I imagine would be of interest to many majors in WRD. While I would not make it a precondition for the approval of B.A. major in WRD, it would be a good thing that WRD majors strongly interested in the visual side of their major be encouraged to minor in digital media design. And of course, we'd like to have studio, art education, and art history & visual study majors be given the opportunity to minor in WRD. A simple way to draw the two programs closer would be to allow prerequisites, where relevant, to be satisfied either in WRD courses or in A-S courses. I'm fairly certain, for example, that the training students in A-S 200 receive would be at least equivalent to the technical aspects of the training to be offered in WRD 308 and therefore adequate preparation for WRD 408. None of this needs to be formally expressed now in the WRD program proposal, but I do believe it would be for the good of all our students that the possibility to pursue cross-curricular training would be at least implicitly a part of the WRD B.A. major proposal.

Thank you for your attention,

Robert Jensen
Director
School of Art and Visual Studies
University of Kentucky
Lexington, KY 40506-0022
859-257-2336

Visit the School on Facebook: http://www.facebook.com/ukartandvisualstudies

From:	Hippisley, Andrew R
Sent:	Friday, December 13, 2013 9:51 AM
To:	Brothers, Sheila C
Subject:	MFA Creative Writing
Attachments:	ENG_MFA-Pgm_new_2013Dec11_Req-to-Classify-II.doc; ProgramsCommitteeMFAProgramCW-1.doc

(attached revised narrative; memo of revisions)

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MFA program: Creative Writing, in the Department of English, within the College of Arts & Sciences.

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

http://linguistics.ac.uky/edu/users/arhipp2

1

NEW MASTERS DEGREE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"[1])

RECEIVED

GENERAL INFORMATION

OCT 30 2013

OFFICE OF THE
SENATE COUNCIL

College:	Arts & Sciences		Department:	English
Major Name:	Creative Writing		Degree Title:	Master of Fine Arts
Formal Option(s):			Specialty Fields w/in Formal Option:	Fiction/Poetry/Creative Nonfiction

Date of Contact with Associate Provost for Academic Administration[1]:		10/21/11 and 11/7/11

Bulletin (yr & pgs):	n/a	CIP Code[1]:	23.1302 Print Title: Creative Writing	Today's Date:	03/14/13

Accrediting Agency (if applicable):	

Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[2]:	Fall 2014

Dept. Contact Person:	Julia Johnson	Phone:	859-257-4629	Email:	julia.johnson@uky.edu

CHANGE(S) IN PROGRAM REQUIREMENTS

1.	Number of transfer credits allowed	9
	(Maximum is Graduate School limit of 9 hours or 25% of course work)	

2.	Residence requirement (if applicable)	MFA students must satisfy Graduate School residence requirements as outlined in The Graduate School Bulletin

3.	Language(s) and/or skill(s) required	N/A

4.	Termination criteria	

5.	Plan A Degree Plan requirements[3] (thesis)	The thesis component of the MFA degree consists of a substantial body of original writing (hereafter, simply "thesis") and an oral examination. Both are required for successful completion of the MFA degree. The thesis will be a substantial body of original writing—over 120 pages of fiction (short stories, novella or novel) or non-fiction, a collection of approximately 48 poems, or an equivalent thesis of mixed genre. A committee of three faculty members chosen by the student and approved by the Director of Graduate Studies must approve the thesis. The thesis director is chair of the committee; the other members act in an advisory capacity, evaluate the thesis, and provide recommendations or added provisions for its eventual acceptance.

---

[1] Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

[2] Programs are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

[3] If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

Rev 8/09

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6.	Plan B Degree Plan requirements[3] (non-thesis)	
7.	Distribution of course levels required	at least one-half must be at 600+ level
	(At least one-half must be at 600+ level & two-thirds must be in organized courses.)	
8.	Required courses (if applicable)	At least 9 hours of graduate writing workshop, ENG 607
9.	Required distribution of courses within program (if applicable)	(1)　At least 9 hours of creative writing workshops focusing on the candidate's chosen genre (2)　At least 6 hours of courses related to the study of creative writing genres, such as Craft of Poetry or Craft of Creative Nonfiction, Special Topics in Poetry/Fiction/Nonfiction. On top of this, courses in Creative Writing Pedagogy and Publishing and the Profession, etc., will be offered. (3)　At least 6 hours of graduate courses designated as ENG, at the 600 or 700 levels offered by the English department (for example, Contemporary American Poetry or Studies in Modern British Literature). (4)　At least 3 hours must come from a focus area outside the English department. With the guidance of the Director of the MFA Program, MFA students must choose a focus area of study that will take them beyond the MFA pursuit proper: two graduate-level courses in History, Film, Earth and Environmental Sciences, Appalachian Studies, letterpress book-art printing, Women's Studies, Fine Arts, etc., offered by various UK colleges. (5)　6 thesis hours
10.	Final examination requirements	Oral Exam—MFA students must defend their thesis in an oral examthesis/oral exams
11.	Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).	
	Additional courses work will include programs currently affiliated with English.	
12.	What is the rationale for the proposed new program?	

The English Department of the College of Arts & Sciences at the University of Kentucky proposes a new two-year residency Masters of Fine Arts (MFA) in Creative Writing to address an educational need in the Commonwealth of Kentucky. The College of Arts & Sciences proposes to expand the already existing undergraduate Creative Writing Program at UK to the graduate level. The proposed MFA in Creative Writing will afford interested individuals from across the nation the opportunity to pursue advanced study in the various areas of creative writing (from poetry to fiction) in which our faculty have established national reputations. Having a graduate program in creative writing will more closely align UK with its benchmark institutions, while also providing an educational opportunity for citizens of the Commonwealth of Kentucky. Currently, there is not a single residential terminal graduate-level degree in creative writing being offered in Kentucky.

Of the three MFA degrees offered in the state, all are low or limited residency programs. Our proposed MFA in Creative Writing Program, by contrast, would be a two-year full-residency program, becoming the only such program in the Commonwealth of Kentucky.

Rev 8/09

Our intention to provide a full-residency creative writing program at the graduate level, offering the terminal degree of Master of Fine Arts in Creative Writing, is supported by the fact that many writers who seek an advanced degree and who are from this region, wish to remain in this region to pursue graduate studies. Therefore, a new MFA in Creative Writing Program at UK is well positioned to serve a real educational need in the Commonwealth.

Rev 8/09

NEW MASTERS DEGREE PROGRAM FORM

Signature Routing Log

General Information:

Program Name: Master of Fine Arts in Creative Writing (MFA)

Proposal Contact Person Name: Julia Johnson   Phone: 7-4629   Email: julia.johnson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MFA Planning Committee	08/07/13	Julia Johnson / 7-4629 / julia.johnson@uky.edu	
English	08/07/13	Jeff Clymer, Chairperson, English / 7-2901 / jeff.clymer@uky.edu	
College of A&S EPC	08/07/13	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson *(digitally signed by Dr. Brian A. Jackson, DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email, c=US Date: 2013.10.30 10:44:10 -04'00')*	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

REQUEST TO CLASSIFY PROPOSED PROGRAM

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): ☐ Undergraduate* ☒ Masters* ☐ Doctoral* ☐ Professional*
2.	Have you contacted the Associate Provost for Academic Administration (APAA)? YES ☒ Date of contact: 10/21/11 NO ☐ (Contact the APAA prior to filling out the remainder of this form.)
3.	Degree Title: Master of Fine Arts in Creative Writing
4.	Major Title:
5.	Option:
6.	Primary College: Arts & Sciences
7.	Primary Department: English
8.	CIP Code (supplied by APAA)
9.	Accrediting Agency (if applicable):
10.	Who should be contacted for further information about the proposed new degree program:

Name: Julia Johnson	Email: Julia.Johnson@uky.edu	Phone: 74629

11.	Has the APAA determined that the proposed new degree program is outside UK's band?
	☐ YES (Continue with the Section II* on a separate sheet.)
	☐ NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)

Section II (Attach separate pages.)

I. Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.

II. Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.

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* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

REQUEST TO CLASSIFY PROPOSED PROGRAM

III. Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

Answers to the questions below are also required by Kentucky's Council on Postsecondary Education for proposed new programs outside of UK's band. Please visit their website (http://cpe.ky.gov/planning/keyindicators/) for more information about the questions.

IV. Academic Program Approval Checklist

1. **Are more Kentuckians prepared for postsecondary education?**
   A. Entrance requirements:
      1. Test scores (GRE, GMAT, LSAT, MCAT, ACT, SAT, etc.).
      2. High school/college GPA.
      3. Other required discipline knowledge unique to the proposed program.

   B. Transfer requirements:
      1. College transfer GPA.
      2. Recommended/required preparatory courses (prerequisite courses).

   C. Recruitment plans
      1. Plans to ensure success of students coming from "feeder institutions" (either colleges or high schools).
      2. Recruitment and marketing strategies to enroll a diverse student population.

2. **Are more students enrolling?**
   A. Explain the demand for the program by providing the following information:
      1. Anticipated number of students from other majors (including undeclared).
      2. New students entering the programming (including transfers).

   B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues.)

   C. Contact the Associate Vice President for Employment Equity to obtain EEO plan and status information.

3. **Are more students advancing through the system?**
   A. What is the anticipated time-to-graduation for full-time students entering the program?

   B. Explain any cooperative or practicum experience required to complete the program.

   C. Why do you desire to offer the program? (See 2A) Why is UK the right place to offer this program?
      1. Include a list of other Kentucky institutions offering similar or related programs at this and other levels.

REQUEST TO CLASSIFY PROPOSED PROGRAM

2. List courses from in-state institutions that will transfer into the program.
   a. 48 Hour General Education Transfer Component.
   b. 12 Hour Transfer Articulation Agreement.

3. List courses offered that will transfer into similar programs at other state institutions.

4. Provide information about completed, signed articulation agreements.

D. Delivery
1. What plans are in place for delivering this program through the Kentucky Virtual University or other distance learning technologies? (Council on Postsecondary Education wants special attention given to KVU courses.)

2. What courses can be offered in a non-traditional mode?

E. Collaborative Efforts
1. Future proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.
2. Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

4. **Are we preparing Kentuckians for life and work?**
   A. How does the program prepare Kentuckians for life and work?

   B. What are the accreditation expectations for this program?

   C. Are there licensure, certification or accreditation requirements for graduates of this program?

   D. What are the projected degree completions?

5. **Are Kentucky's people, communities and economy benefiting?**
   A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, labor interests).

   B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

   C. What other benefits to the Kentucky's community and economy will the program provide?

   D. Explain specific benefits of the program.

REQUEST TO CLASSIFY PROPOSED PROGRAM
Master of Fine Arts in Creative Writing (MFA)

Section II

I. ABSTRACT NARRATIVE

The English Department of the College of Arts & Sciences at the University of Kentucky proposes a new two-year residency Masters of Fine Arts (MFA) in Creative Writing to address an educational need in the Commonwealth of Kentucky. The College of Arts & Sciences proposes to expand the already existing undergraduate Creative Writing Program at UK to the graduate level. The proposed MFA in Creative Writing will afford interested individuals from across the nation the opportunity to pursue advanced study in the various areas of creative writing (from poetry to fiction) in which our faculty have established national reputations. Having a graduate program in creative writing will more closely align UK with its benchmark institutions, while also providing an educational opportunity for citizens of the Commonwealth of Kentucky. Currently, there is not a single residential terminal graduate-level degree in creative writing being offered in Kentucky.

The College of Arts & Sciences is well equipped to satisfy this need with a creative writing faculty who have achieved a superb record in publication and in designing and teaching creative writing courses at the undergraduate level. MFA candidates will benefit from instruction by this faculty and they will thereafter be positioned to enter a global, competitive field that demands the engagement and discipline that the MFA in Creative Writing provides. These graduates not only will be well equipped for the teaching of poetry, fiction, and creative nonfiction, but also for writing and publishing for a national literary audience. Their study will be well-rounded as well as focused, and will provide MFA candidates with a wide range of academic and professional training.

Since 1947 the UK English Department has nourished writers of the commonwealth with course offerings in creative writing. Included among the undergraduate level program's student writers and faculty (past and present), are writers with national reputations: Wendell Berry, James Baker Hall, Guy Davenport, Ed McClanahan, Jane Vance, Gurney Norman, Nikky Finney, Erik Reece, Frank X Walker, Julia Johnson and Bobbie Ann Mason. The MFA in Creative Writing usually involves not just the production of literature as a priority, but also involvement in literary discourse and apprenticeship, and therefore, creative writing naturally positions itself at the graduate level.

Of the three MFA degrees offered in the state, all are low or limited residency programs. Our proposed MFA in Creative Writing Program, by contrast, would be a two-year full-residency program, becoming the only such program in the Commonwealth of Kentucky.

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The current low/limited MFA in Creative Writing Programs in Kentucky are:

- Eastern Kentucky University (MFA, brief-residency, 12-day to 1 month residencies)
- Murray State University (MFA, low-residency, 36 days)
- Spalding University (MFA, brief-residency, 10-day residences per semester)

Our intention is to build a first-tier national MFA in Creative Writing Program as one of the bold and high-visibility steps that UK can take in becoming a Top 20 university over the next decade, one that is vital to the College of Arts & Sciences' Envision 2020 initiative.

We thus have modeled our MFA in Creative Writing Program after highly ranked MFA Programs such as those at Columbia University, The University of Iowa, The University of Virginia, Johns Hopkins University, University of Michigan, among others. Our objective is a *national* program capable of recruiting both regionally and across the country, and of contributing to UK's national reputation as a topflight university. The doctoral program in English is one of the highest-ranked programs at the University— and ranks in the top 15 nationally according to the 2010 National Research Council. We envision a creative writing program that will foster pride in everyone associated with it, one that will benefit the students and the university. We will recruit and produce quality MFA candidates who, upon graduation, will take their places in the national literary community, and who will contribute to that community through their teaching, writing, publications, scholarship, and professional accomplishments. These results, in turn, will benefit the university and the community financially, socially, intellectually and culturally—from the simple enrichment of campus life in the department and the college to the complex and hard-to-measure benefits of increased national public attention and acclaim.

The establishment of a full-residency creative writing program at the graduate level, offering the terminal degree of Master of Fine Arts in Creative Writing, is supported by the fact that many writers who seek a MFA degree and who are from this region, wish to remain *in this region* to pursue graduate studies. Therefore, a new MFA in Creative Writing Program at UK is well positioned to serve a real educational need in the Commonwealth.

These are the core elements of a top quality MFA Creative Writing Program:
- A wide recruiting net
- An active, publishing faculty
- Workshop classes that provide personal attention
- A visiting writers series
- A nationally distributed literary magazine (print and online)
- Membership and alignment with the Association of Writers and Writing Programs (AWP)
- A physical site for the program center (faculty offices in close proximity, student gathering spot)
- An integrated literary study

It must be emphasized that being a first-tier creative writing program naturally produces a range of rewards both personal and institutional. Thus, we have designed a program that we believe has the highest probability of local, regional, and national success.

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The UK MFA in Creative Writing Program will:

- Aim to compete with the best MFA programs in the nation
- Start small and aim for excellence
- Seek to attract high quality, highly motivated MFA students
- Fit readily and comfortably into the English Department at UK
- Utilize all interested UK English faculty
- Offer MFA students a sophisticated program of artistic and literary study, which includes substantial scholarly study and writing
- Dovetail perfectly with the undergraduate program in CW
- Make the most of the literary traditions at UK
- Put MFA students in contact with writers of national and international reputations
- Acquaint MFA students with the arts and areas of scholarship and creativity outside of literature
- Provide experience with diverse genres of creative writing
- Invite MFA students to participate in the design of their educations (student-centered learning), which is not limited to interdisciplinary study, and thereby connecting A & S with other colleges at UK
- Include an introduction to literary publishing (both print and digital forms)
- Provide information on possible or alternative career paths for writers
- Produce a national literary magazine to promote a national presence for the program
- Develop and expand the program, but manage growth to maintain target excellence
- Support extensive community outreach programs, provide MFA students with rewarding teaching experiences not just within, but also outside, of UK
- Use technology in and beyond the creative writing classroom in new and innovative ways

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REQUEST TO CLASSIFY PROPOSED PROGRAM
Master of Fine Arts in Creative Writing (MFA)

II. COMPREHENSIVE PROGRAM DESCRIPTION

1. A Rigorous and Diverse Curriculum*

The course of study leading to the UK MFA in Creative Writing degree is very flexible and interdisciplinary in scope, combining a studio/research curriculum. The UK MFA in Creative Writing Program will place equal emphasis on fostering the artistic process of the MFA student, as well as his or her literary study and related creative or scholarly work. All MFA candidates must fulfill the University regulations, as stated in The Graduate School Bulletin.

At the core of the curriculum are the writing workshops that concentrate on the craft of fiction, poetry, and creative nonfiction. The second-year thesis hours are dedicated to shaping each student's work into book form. In addition, students must defend their thesis in an oral exam.

Total credits must add up to twenty-four hours of coursework for the degree following a plan drawn up in consultation with the MFA Program Director. The twenty-four hours must be distributed as follows:

(1) At least 9 hours of graduate writing workshop, ENG 607

(2) At least 6 hours of graduate courses organized around a topic, theme, or genre.

(3) At least 6 hours of graduate courses designated as ENG, at the 600 or 700 levels offered by the English department (for example, Contemporary American Poetry or Studies in Modern British Literature). ENG 780, Directed Studies, may be taken only with permission of the Director of Graduate Studies; ordinarily it cannot be repeated.

(4) At least 3 hours must come from a focus area outside the English department. With the guidance of the Director of the MFA Program, MFA students must choose a focus area of study that will take them beyond the MFA pursuit proper: for example, two graduate-level courses in History, Modern & Classical Languages, Literatures & Cultures, Earth and Environmental Sciences, Appalachian Studies, Gender & Women's Studies, Music, Theatre, Art and Visual Studies, etc., offered by various UK colleges. Courses from other departments can fulfill this requirement with the approval of the Director of the MFA Program and the Director of Graduate Studies, based on course description and/or syllabus.

MFA Thesis

The thesis component of the MFA degree consists of a substantial body of original writing (hereafter, simply "thesis") and an oral examination. Both are required for successful completion of the MFA degree.

The thesis will be a substantial body of original writing—over 120 pages of fiction (short stories, novella or novel) or non-fiction, a collection of approximately 48 poems, or an equivalent thesis of mixed genre. A committee of three faculty members chosen by the student and approved by the Director of Graduate Studies must approve the thesis. The thesis director is chair of the committee; the other members act in an advisory capacity, evaluate the thesis, and provide recommendations or added provisions for its eventual acceptance. For specific instructions regarding the format of the thesis, the student will be advised to obtain a copy of "Instructions for the Preparation of Theses and Dissertations <http://www.rgs.uky.edu/gs/thesdissprep.html>" from the Graduate School.

TABLE 1: MFA COURSES

Table 1 lists sampling of courses in the Department of English meeting MFA course requirements. These are existing courses offered in the Department of English. The number in parentheses after each course title indicates the number of credit hours of the course.

ENG 607 Graduate Writing Workshop (Subtitle required) (3)
ENG 601 Essays and Creative Nonfiction (3)
ENG 605 Editing (3)
ENG 681 Studies in Film (3)
ENG 781 Seminar in Film (3)
ENG 771 Seminar in Special Topics (Subtitle required) (3)
ENG 690 Studies in Literature and Gender (3)
ENG 748 Master's Thesis Research (3)
ENG 753 Seminar in American Literature Since 1900 (3)
ENG 609 Composition for Teachers (3)

TABLE 2: SAMPLE PROGRESSION TOWARD THE MFA IN CREATIVE WRITING DEGREE

YEAR 1	
Semester 1	*Semester 2*
Graduate Writing Workshop (3)	Graduate Writing Workshop (3)
Seminar in Special Topics (3)	Seminar in Film (3)
African Americans in Appalachia (3)	Seminar in American Literature Since 1900 (3)
YEAR 2	
Semester 1	*Semester 2*
Graduate Poetry Workshop (3)	Essays and Creative Nonfiction(3)
Studies in Literature and Gender (3)	
Thesis (3)	Thesis (3)

Objectives

To respond to the Commonwealth's need for a full-residency creative writing program at the graduate level, offering the terminal degree of Master of Fine Arts in Creative Writing, To produce quality MFA candidates who will take their places in the national literary community, and who will contribute to that community through their teaching, writing, publications, scholarship, and professional accomplishments. These results, in turn, will benefit the university and the community financially, socially, intellectually and culturally—from the simple enrichment of campus life in the department and the college to the complex and hard-to-measure benefits of increased national public attention and acclaim.

Students graduating with an MFA in Creative Writing will

1. Gain a fuller knowledge of the theoretical and historical contexts for the writing and reception of poetry, fiction, and creative nonfiction, demonstrating an enhanced knowledge of

   1.1 a broad knowledge of literary history
   1.2 The forms, genres and aesthetic principles of literatures in English

2. By choosing a focus area of study that will take them beyond the MFA pursuit proper, further enhancing their own writing/research. For example, students may choose at least one graduate-level courses in History, Modern & Classical Languages, Literatures & Cultures, Earth and Environmental Sciences, Appalachian Studies, Gender & Women's Studies, Music, Theatre, Art and Visual Studies, etc., offered by various UK colleges.

3. Develop the discipline appropriate to a professional writer, specifically by enhancing their abilities to

   1.3 Create a body of publishable poetry, fiction, or nonfiction
   1.4 Read and critique the work of others
   1.5 Deliver/perform their work to a larger audience

Deployment of objectives across the curriculum:

Goal 1
Objective 1.1
Emphasized in ENG 753, ENG 690

Objective 1.2
Emphasized in ENG 771, ENG 681

Goal 2
Emphasized in variety of graduate courses offered across the university.

Objective 2.2
Emphasized in ENG 607

Objective 2.3
Publication in refereed student and profession journals; presentation/performance as part of conferences and literary events.

Skills gained over the course of the MFA are reinforced an integrated in the culminating project, the thesis (ENG 748)

Financial Assistance

The Department of English will admit a mixture of students who **do not** require funding and those who require assistantships. The Department of English employs teaching assistants in its program for a stipend plus full tuition remission per academic year. Second-year MFA students on assistantships will teach a nine credit hour load split between fall and spring semesters. MFA students also teach their own classes provided they are SACs qualified, which requires 18 credit hours of graduate classes. MFA teaching assistants will typically be assigned as assistants to large lecture courses, such as ENG 107, Introduction to Imaginative Writing, or will have eligibility for English assistantships in the Division of Writing, Rhetoric, and Digital Media. We expect to enroll on average 500 students per year in the new ENG 107 course, increasing the demand for graduate teaching assistants in the area of creative writing.

Advising

MFA candidates who have not selected a faculty advisor upon entering the program should do so during their first year of study. The Director of the MFA Program may assign her or him a temporary advisor. The candidate should consult with the advisor about choice of courses, progress of thesis, and etc..

2. Accomplished Faculty*

A strong creative writing program has a faculty of published writers who have distinguished themselves as teachers and writers, as a stable and diverse faculty, and a faculty that is professionally active through national, regional, and local service. .A good program has a low faculty-to-student ratio (**1 to 6 or fewer**) which ensures MFA candidates with frequent and extensive critiques of their work and their theses, and is essential to a first-tier national MFA in Creative Writing Program. At the end of the YEAR 2 of the new MFA program, assuming a full total enrollment of 12 students, each faculty member should have 2-3 advisees. This number should increase to 3-4 advisees in YEAR 3.

Current full-time, tenured or tenure-track, Creative Writing faculty at UK:

Julia Johnson (poetry)
Gurney Norman (fiction)
Erik Reece (non-fiction)
Frank X Walker (poetry)

New faculty hire, 2014 (non-fiction)

3. Excellent Students and Support for Students*

3a. Selective Admissions

We envisage that fall 2014 will see our first cohort of MFA students. The MFA in Creative Writing will be a rigorous and selective program, enrolling a handful of students each year. Admission will be competitive, with the acceptance of the candidate into the program determined by a strong writing sample of original works, a statement of purpose, three letters of recommendations, undergraduate transcripts, and GRE quantitative and verbal test scores. Students with a Bachelor's or Master's may enter into advanced courses directly. The guidelines from the Graduate School require a grade point average (GPA) 2.75 for undergraduates, and a 3.00 for transferring graduates. The UK MFA will require an overall GPA of at least 3.3 (B+) overall for any entering student, including those without a bachelor's in English. International applicants interested in the UK MFA program will be encouraged to apply and will be handled on a case-by-case basis with advice from the Office of International Affairs. All admissions will be handled by an admissions committee made up of members of the MFA planning committee.

3b. Strong Recruitment of the Best Students

A logical first step is to reach out to institutions across the nation, both to those where an MFA in creative writing does not exist, and to those where the MFA is non-residential. The departments will be sent promotional materials for distribution, and our faculty will visit and communicate directly with certain of these programs. Taking advantage of Kentucky's geographic position, will recruit students from across the nation, in competition with the top graduate creative writing programs in the country.

In addition, the creative writing faculty has a substantial network of connections ranging across US and international institutions. We will use this network to promote the new MFA in Creative Writing degree. We will use professional magazines, journals, and newsletters, such as *The Writer's Chronicle* (the magazine of the Association of Writers & Writing Programs) to advertise the program, as well as direct mail solicitations to undergraduate programs in creative writing and other universities similarly positioned.

3c. Student Demand

There are currently 233 English majors. In fall 2013, the department added a Creative Writing Option to its Major. There are currently 233 majors in the department.At the undergraduate level, there is increasing student demand for creative writing courses in the English Department. We expect many of our MFA Program applicants will include UK undergraduate students.

The number of undergraduate students enrolled in creative writing at UK:

2012-2013 Academic Year:
Fall: 367
Spring: 233
Total: 600

2013-2014 Academic Year:
Fall: 416
Spring: 367
Total: 783

We expect to enroll a class of 6-8 students in Fall 2014. We anticipate at least 1-4 of those students will come from our undergraduate program. As the program builds, we expect this number to increase, along with the number of candidates we are able to admit.

4. *Strong Administrative Support**

The MFA Program Director will serve as advisor for all creative writing graduate students within the English Department. The director designs and oversees their plans of study, maintains a database of their progress toward degrees, monitors their grades and teaching, makes assignments for undergraduate teaching responsibilities in creative writing, plans thesis deadlines, oral exams, etc. The MFA program director provides strong leadership in planning, staffing, devising curriculum, recruiting students, and advocating the needs of the program to the administration. An additional and critical role of the director is to serve as ambassador for the program, promoting the program within UK, the Commonwealth of Kentucky, and at national venues.

The MFA Program Director reports directly to the English department Chair and oversees and executes all functions having to do with the graduate creative writing program. It is understood that the administration will provide the program sufficient autonomy with regard to curriculum, admissions, the MFA budget, graduate support, facilities, and personnel. Some of these responsibilities will be executed individually by the director, some will be executed through the program coordinator/administrative assistant, and some delegated for execution to interested MFA faculty. The Director of the MFA program will chair the MFA planning committee. The committee's responsibilities will include (1) program evaluation and development, (2) outreach, (3) student support (4) TA support and administration, and (5) advising. The program will always maintain a mutually supportive relationship with the English department and with the university's leadership.

Appointment of MFA Director

FALL 2013   MFA Program Director appointed (Julia Johnson, Associate Professor)
              (3-year contract)

The MFA Program Director will be appointed by the Chair of the Department of English, and will be evaluated through the FMER process.

5. Other Assets and Infrastructure*

An effective program also has the assets and infrastructure that characterize any good college or university. Assets and infrastructure at UK include the following:

- ✓ Affiliated literary publication/s (*Limestone, Pluck!*)
- ✓ A large and thriving English Department
- ✓ Division of Writing, Rhetoric and Digital Media
- ✓ Excellent libraries and literary Archives
- ✓ Local and regional writers conferences of national reputation and literacy centers (Kentucky Women Writers Conference, The Carnegie Center for Literacy and Learning)
- ✓ Existing infrastructure (UK and Lexington's vast array of spaces for workshops, conferences, readings, gatherings, computer labs, etc.)
- ✓ Affiliated programs (Appalachian Studies, African Studies, Environmental Studies, Gender and Women Studies)
- ✓ Campus and local bookstores (support special events with visiting writers, faculty, & student authors)

- ✓ The University Press of Kentucky
- ✓ The Twenty: A Kentucky Young Writers Advance
- ✓ A rich and long history of writers living and working in Lexington

(*These are the five general categories established by the Association of Writers and Writing Programs "Hallmarks of a Successful MFA Program in Creative Writing")*

6. Assessment

There will be two different kinds of periodic assessment: (1) programmatic assessment and (2) student assessment. For (2) we will use the standard assessment exercise adopted for our bachelor's program: student learning outcomes measured against specified rubrics, using artifacts such as portfolios and essays. For (1) we will use student evaluations for individual courses, and schedule periodic program reviews. We will also monitor graduation rates and graduate destinations.

The intended student learning outcomes of the MFA Program in Creative Writing:

- demonstrate the ability to thrive in a challenging writers' workshop in which students
- critique one another's work under the mentorship of an accomplished writer-teacher.
- demonstrate the ability to be an expert and wide-ranging reader.
- demonstrate attentiveness to revision. In addition to frequent reading and writing, the curriculum requires frequent revision of student work, and the teacher provides suggestions for improving the work as well as references to literary models that might be helpful.
- produce a publishable literary work, and demonstrate expertise in a primary genre to graduate.
-

Student Learning Outcomes Related to Teaching:

Students in the UK MFA Program will demonstrate an understanding of and commitment to the range of responsibilities required of a teaching assistant or an instructor through teaching an introductory level creative writing course and/or assisting in the teaching of an introductory creative course. Learning outcomes include, but are not limited to, the following:

- Organize and deliver content in a mode appropriate to audience
- Professionally critiquing one's own strengths and weaknesses as a teacher, and adjust one's own teaching as needed
- Demonstrate an understanding of the dynamics that exist in a particular writing classroom/workshop setting, including the differing viewpoints and learning styles of individual students
- Develop a critical vocabulary in pedagogy to identify and articulate various teaching methodologies and their relation to student learning styles
- Demonstrate the ability to develop an assignment or course schedule that responds to the class's stated learning goals

Assessment Method:

Supervisory review and comprehensive scores from student evaluations.

III. RESOURCES AVAILABLE AND NEEDED FOR PROGRAM IMPLEMENTATION AND SUPPORT

1. RESOURCES AVAILABLE

We believe that we are almost to capacity in the qualified faculty needed to support the proposed program in its *early* stages. Our current creative writing faculty all have substantial publishing records and national reputations in the areas in which they are teaching. Table 4 shows the mapping of courses to current faculty who are qualified *and* can commit to teaching in the MFA program on a regular basis.

TABLE 4: FACULTY RESOURCE RATIONALE

CW Course(s)	Qualified faculty who can commit to teaching in the MFA Program
Graduate Writing Workshop (Subtitle required)	Johnson, Norman, Reece, Walker, New Fiction Writer
Seminar in Special Topics (Subtitle required)	Johnson, Norman, Reece, Walker, New Fiction Writer
Special Topics in Fiction	Norman, New Fiction Writer
Special Topics in Poetry	Johnson, Walker
Essays and Creative Nonfiction	Reece, New Fiction Writer
Editing	Johnson, Reece, Walker
Creative Writing Pedagogy	Johnson, Norman, Walker

TABLE 5: SAMPLE COVERAGE

YEAR 1	
Fall	*Spring*
Graduate Writing Workshop (Norman)	Graduate Writing Workshop (Johnson)
Essays and Creative Nonfiction (Reece)	Essays and Creative Nonfiction (Reece)
Seminar in Special Topics (Johnson)	Seminar in Special Topics (Walker)
YEAR 2	
Fall	*Spring*
Graduate Writing Workshop (Walker)	Graduate Writing Workshop (New Fiction Writer)
Graduate Nonfiction Workshop (Reece)	Graduate Nonfiction Workshop (Reece)
Seminar in Special Topics (Reece)	Editing (Walker)

YEAR 3	
Fall	*Spring*
Graduate Writing Workshop (Norman)	Graduate Writing Workshop (Johnson)

Seminar in Specials Topics (New Fiction Hire)	Seminar in Special Topics (Norman)
Editing (Reece)	
YEAR 4	
Fall	*Spring*
Graduate Writing Workshop (Walker)	Graduate Poetry Workshop (New Fiction Writer)
Graduate Nonfiction Workshop (Reece)	
Seminar in Special Topics (New Fiction Writer)	Seminar in Special Topics (Johnson)
Editing (Walker)	Special Topics in Creative Nonfiction (Reece)

2. RESOURCING ISSUES

The feasibility of this table is due in part to the full-time lecturers who regularly teach and will be available to teach undergraduate sections in creative writing. One tenure line faculty has reduced teaching to 2/1 for the next few years as editor of *Pluck!* (Walker). There are three tenure-track creative writing faculty with 2/2 teaching commitments (Johnson, Norman, Reece). We are currently searching for a full-time, tenure-track assistant professor position in fiction writing. To facilitate excellence in administration, the program director will need administrative support (i.e., student staff support). As the program expands, additional faculty lines and additional staff support may be required (additional faculty line should be at the Associate or Full Professor level, to fulfill the need for a "marquee writer"). The standard rules for hiring in the College of A & S will be used to increase the number of MFA faculty. We anticipate a need for a new hire in poetry to replace the recent transition of two poets out of the faculty (Finney and Vance). We anticipate 5-6 creative faculty teaching in the MFA Program in the next 5 years.

To facilitate contact with creative writing students and to make the best use of available faculty resources and expertise, the MFA Program Director should teach every semester. As befits a program of the quality we envision, the program should acquire and maintain a full membership in the AWP and other appropriate local, regional, and national associations to ensure that faculty members and MFA students have access to timely information about contemporary letters and the teaching of writing. Additionally, a quality program will support a reading series that brings well-established writers to campus. A reading series is an essential component of a writing program, offering an immediate connection to contemporary literature and exposure to a variety of voices and aesthetic approaches. The UK MFA in Creative Writing Program would be well-served to publish a national literary magazine, the better to expose our program to national attention from other "feeder" programs, and to represent UK on the national literary scene. This is a relatively inexpensive project that would use the existing resources of the program for editorial services, publishing a magazine of nationally solicited works, including special issues of national and regional appeal; the magazine could also sponsor a national fiction/poetry contest, the entry fees of which will partially support the magazine's publication. MFA teaching assistants will be assigned to English lecture courses or to the Division of Writing, Rhetoric, and Digital Media.

3. EXTERNAL FUNDING

As a faculty, the members of the Creative Writing Program recognize the increasing need to seek external funding for program support. With the help of the College of Arts & Sciences grants office, we will seek that external funding for additional MFA candidate support, additional support for Visiting Writers series, additional student support, and the planned literary magazine, through independent funding agencies and private foundations.

UK.
UNIVERSITY OF KENTUCKY

August 9, 2013

Dr. Lee Blonder
University Senate
203 Main Building
Lexington, KY 40506-0032

Dear Dr. Blonder:

I am pleased to express the College's support for the English Department's proposed Master of Fine Arts in Creative Writing (MFA). The enclosed proposal has been carefully vetted by the college's Educational Policy Committee in close consultation with the Dean's office.

The College of Arts & Sciences is well equipped to satisfy this need with a creative writing faculty who have achieved a superb record in publication and in designing and teaching creative writing courses at the undergraduate level. Dovetailing perfectly with the undergraduate program in Creative Writing, MFA candidates will benefit from instruction by the faculty and they will thereafter be positioned to enter a global, competitive field that demands the engagement and discipline that the MFA in Creative Writing provides. These graduates not only will be well equipped for the teaching of poetry, fiction, and creative nonfiction, but also for writing and publishing for a national literary audience. Their study will be well-rounded as well as focused, and will provide MFA candidates with a wide range of academic and professional training.

The proposed MFA in Creative Writing will afford interested individuals from across the nation the opportunity to pursue advanced study in the various areas of creative writing (poetry, fiction, and non-fiction) in which our faculty have established national reputations. Having a graduate program in creative writing will more closely align UK with its benchmark institutions, while also providing an educational opportunity for citizens of the Commonwealth of Kentucky. Currently, there is not a single residential terminal graduate-level degree in creative writing being offered in Kentucky, and its establishment at UK would be a worthy achievement.

Sincerely,

Mark Lawrence Kornbluh
Dean

MLK: aml

cc: Ruth Beattie, Acting Associate Dean for Undergraduate Programs
       Betty Lorch, Associate Dean for Research and Graduate Programs
       Ted Schatzki, Associate Dean for Faculty
       Jeffory Clymer, Chairperson, Department of English

TO:. Dr. Andrew Hippesley, Chair, Senate Academic Programs Committee

FROM: Julia Johnson
Associate Professor, English

DATE: October 22, 2013

SUBJECT: MFA Program Proposal in Creative Writing – additional information

Additional Information requested by the Senate Academic Programs Committee:

1. Indicate who will be the director of the program (we know you will be the first director, but this needs to be clearly stated in the proposal).
See p. 9
Appointment of MFA Director

FALL 2013
**MFA Program Director appointed (Julia Johnson, Associate Professor)
(3-year contract)**

2. Faculty Rules:

a. How is the director appointed, evaluated, and reappointed?
See p. 9

Appointment of MFA Director

The MFA Program Director will be appointed by the Chair of the Department of English, and will be evaluated through the FMER process.

b. What rules will be used to increase the number of MFA faculty (after the newly-hired 5th member) or transition faculty out of the program?

2. RESOURCING ISSUES

The standard rules for hiring in the College of A & S will be used to increase the number of MFA faculty. We anticipate a need for a new hire in poetry to replace the recent transition of two poets from the faculty (Finney and Vance).

3. How many faculty are anticipated to be involved in the coming years (maybe 5 years from now).

2. RESOURCING ISSUES

We anticipate 5-6 creative faculty teaching in the MFA Program in the next 5 years.

3. A brief section listing the number of ENG majors and how many of these students are projected to continue through the MFA degree.

3c. Student Demand

There are currently 233 English majors. In fall 2013, the department added a Creative Writing Option to its major. There are currently 233 majors in the department. At the undergraduate level, there is increasing student demand for creative writing courses in the English Department. We anticipate several MFA program applicants will be UK undergraduate students, including English majors and non-majors who have been enrolled in creative writing courses.

The number of undergraduate students enrolled in creative writing at UK:

2012-2013 Academic Year:
Fall: 367
Spring: 233
Total: 600

2013-2014 Academic Year:
Fall: 416
Spring: 367
Total: 783

We expect to enroll a class of 6-8 students in Fall 2014. We anticipate at least 1-4 of those students will come from our undergraduate program. As the program builds, we expect this number to increase, along with the number of candidates we are able to admit.

4. Review the text on page 7 (2. Accomplished Faculty section). If each faculty has 12 advisees (the maximum) then each faculty member could have up to 48 student committee assignments, which seems untenable. Obviously, the MFA program and faculty numbers will keep pace with the number of students in the program. It would be better to anticipate a smaller number of MFA advisees based on the number of ENG majors.

See p. 7

.A good program has a low faculty-to-student ratio (**1 to 6 or fewer**) which ensures MFA candidates with frequent and extensive critiques of their work and their theses, and is essential to a first-tier national MFA in Creative Writing Program. At the end of the YEAR 2 of the new MFA program, assuming a full enrollment of 12 students, each faculty member should have 2-3 advisees. This number should increase to 3-4 advisees in YEAR 3.

5. Clarify the TA situation. How will the program and ENG department accommodate the new MFA TAs? This could be tied to the projected number of students (item 3 above).

See p. 7

Financial Assistance

The Department of English will admit a mixture of students who **do not** require funding and those who require assistantships. The Department of English employs teaching assistants in its program for a stipend plus full tuition remission per academic year. Second-year MFA students on assistantships will teach a nine credit hour load split between fall and spring semesters. MFA students also teach their own classes provided they are SACs qualified, which requires 18 credit hours of graduate classes. MFA teaching assistants will typically be assigned as assistants to large lecture courses, such as ENG 107, Introduction to Imaginative Writing, or will have eligibility for English assistantships in the Division of Writing, Rhetoric, and Digital Media. We expect to enroll on average 500 students per year in the new ENG 107 course, increasing the demand for graduate teaching assistants in the area of creative writing.

6. Are there plans or needs for any new courses? If so, who will staff the new courses?

We expect to add new courses in the coming years and expect no issue staffing the new courses with the current faculty.

7. Provide more specific details about the assessment. You could reproduce the BS assessment referred to (maybe include this as an appendix to avoid undermining the flow of the proposal). Or you could add a different assessment plan. I've attached the assessment plan for the recently approved ENS program FYI. See p. 10

6. Assessment

There will be two different kinds of periodic assessment: (1) programmatic assessment and (2) student assessment. For (2) we will use the standard assessment exercise adopted for our bachelor's program: student learning outcomes measured against specified rubrics, using artifacts such as portfolios and essays. For (1) we will use student evaluations for individual courses, and schedule periodic program reviews. We will also monitor graduation rates and graduate destinations.

The intended student learning outcomes of the MFA Program in Creative Writing:

- demonstrate the ability to thrive in a challenging writers' workshop in which students
- critique one another's work under the mentorship of an accomplished writer-teacher.
- demonstrate the ability to be an expert and wide-ranging reader.
- demonstrate attentiveness to revision. In addition to frequent reading and writing, the curriculum requires frequent revision of student work, and the teacher provides suggestions for improving the work as well as references to literary models that might be helpful.
- produce a publishable literary work, and demonstrate expertise in a primary genre to graduate.

Student Learning Outcomes Related to Teaching:

Students in the UK MFA Program will demonstrate an understanding of and commitment to the range of responsibilities required of a teaching assistant or an instructor through teaching an introductory level creative writing course and/or assisting in the teaching of an introductory creative course. Learning outcomes include, but are not limited to, the following:

- Organize and deliver content in a mode appropriate to audience
- Professionally critiquing one's own strengths and weaknesses as a teacher, and adjust one's own teaching as needed
- Demonstrate an understanding of the dynamics that exist in a particular writing classroom/workshop setting, including the differing viewpoints and learning styles of individual students
- Develop a critical vocabulary in pedagogy to identify and articulate various teaching methodologies and their relation to student learning styles
- Demonstrate the ability to develop an assignment or course schedule that responds to the class's stated learning goals

Assessment Method:

Supervisory review and comprehensive scores from student evaluations.

UK

UNIVERSITY OF
KENTUCKY

Department of English
1215 Patterson Office
Tower
Lexington, KY 40506-
0027

859 257-7008
fax 859 323-1072

www.as.uky.edu/English

April 12, 2013

Dear Educational Policy Committee,

I write to express the English Department's wholehearted support for the Master of Fine Arts in Creative Writing. At the close of this letter, I include endorsements from our DGS, Professor Virginia Blum, and our DUS, Associate Professor Matthew Giancarlo.

As you have surely heard, University of Kentucky Professor Frank X Walker, the premier voice of Affrilachian poetry, will be inaugurated as the next Poet Laureate of Kentucky on April 24. Professor Walker commands wide-ranging attention as he leads an artistic movement whose political significance is matched only by its aesthetic power. As if that weren't enough, our Creative Writing Program is also home to two former Kentucky Poet Laureates, Professors Gurney Norman and Jane Vance. Additionally, Professor Julia Johnson, who chairs the MFA Planning Committee, was previously involved with the administration of the University of Southern Mississippi's Center for Writers, including coordinating its visiting writers series and editing its national literary journal, *The Mississippi Review*. In addition to being a widely-recognized poet, her wealth of experience is matched by her expert judgment, superb communication skills, and a deep commitment to making this graduate program among the finest in the country. Similarly, Erik Reece has recently joined us as a tenure-track assistant professor; a memoirist and writer of environmental-themed creative nonfiction, Professor Reece has established himself as a preeminent national voice. Most recently, we have hired DaMaris Hill, a novelist and poet who will join us in August and will hold a joint appointment in African American and Africana Studies. Affiliated faculty such as Professors Vershawn Young and Randall Roorda, both highly regarded in the field of creative nonfiction, help round out this stellar cast, as do highly reputed lecturers Cheryl Cardiff and Dan Howell.

With a creative writing profile that already greatly exceeds most MFA programs, one might well ask why UK has not had an MFA Program before this. Conversations with Dean Kornbluh suggest that he too wishes to capitalize on this extraordinary moment in a

see blue.

treasured and yet often underserved facet of Arts and Sciences. Given the existing fame of our creative writing faculty and the energy and skill of the MFA Program director, a UK MFA in Creative Writing will attract a strong contingent of talented students who can both benefit from our English department and enrich the undergraduate and graduate education it can provide. As colleagues to our literature and linguistics-based graduate scholars, these fledgling poets, novelists, short story writers and purveyors of creative nonfiction will enliven the mix and help break down increasingly outdated barriers between the disciplines. With all three groups enrolling in many of the same classes, I can imagine our graduate seminars becoming ever more exciting locales for intellectual exploration and career preparation. At the same time, MFA graduate students will be teaching undergraduate creative writing seminars, thereby sharing their talents with majors and attracting undeclared students to the major. Creative writing classes are popular among undergraduates nationwide, which suggests the presence of this talented new contingent will help increase our number of majors by enriching our curriculum.

Thank you for soliciting my views on how these graduate programs would enhance the English Department. What follows are comments from our DGS and DUS.

Please let me know if you need further information or have questions.

Sincerely,

[signature]
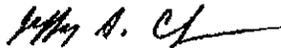
Jeffory A. Clymer
Professor and Chairperson

Virginia Blum, Director of Graduate Studies:

As the DGS, I am very enthusiastic about an MFA in Creative Writing. Because the English department has a number of nationally prominent creative writers, the DGS is often queried about an MFA by prospective graduate students. It's clear that this would be a highly popular degree and likely to achieve national recognition in the near future.

Matthew Giancarlo, Director of Undergraduate Studies

Speaking from the DUS's position, my expectation is that the proposed Masters program will have very positive effects on undergraduate education. These benefits will be directly related to the UG curriculum. We have introduced a new course related to Creative Writing, and it is important parts of our curriculum reform. ENG 107 is a large (110-165 students) UK Core class offering credit for Arts & Creativity. Having an MFA program at UK will provide a high-quality pool of graduate instructors who can be teaching assistants for this course.

From:	Nikou, Roshan
Sent:	Wednesday, October 30, 2013 10:51 AM
To:	Blackwell, Jeannine; Blonder, Lee; Brothers, Sheila C; Ellis, Janie; Ett, Joanie M; Gebert, Frieda; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M
Cc:	Johnson, Julia M; Clymer, Jeffory A
Attachments:	ENG_MFA-Pgm_new_2013Oct30_final.pdf

TO: Lee Blonder, Chair and Sheila Brothers, Coordinator
         Senate Council

FROM: Jeannine Blackwell, Chair and Roshan Nikou, Coordinator
         Graduate Council

The Graduate Council approved the following proposal and is now forwarding it to the Senate Council to approve. Attached file is the proposal that is not accessible via eCats' workflow.

MFA in Creative Writing

Roshan Nikou
The Graduate School
The University of Kentucky
105 Gillis Building - 0033
Phone: (859) 257-1457
Fax: (859) 323-1928
Roshan.Nikou@uky.edu

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Brothers, Sheila C

Dear Sheila,

Thanks so much for your note. Below is a note from Michael Tick, Dean of the College of Fine Arts, expressing support for the new MFA program in Creative Writing.

All best,

Julia

Dear Julia,

Happy New Year!

I have consulted with the Executive Committee of the College of Fine Arts on the proposed MFA in Creative Writing offered through the Department of English. We support this degree. Although we have no plans to offer the MFA in creative writing, we might at some point propose an MFA in Playwriting/Screenwriting, which we don't believe conflicts with Creative Writing, which we assume would focus on non-dramatic literature per se.

Michael

Michael S. Tick, Ph.D.
Dean of Fine Arts
University of Kentucky
202 Fine Arts Building
Lexington, KY 40506-0022
(859) 257-1707

Julia Johnson
Associate Professor | Department of English | University of Kentucky | 1277 Patterson Office Tower | Lexington, KY 40506-0027
859.257.4629 | julia.johnson@uky.edu
http://www.flying-object.org/catablog-items/the-falling-horse-julia-johnson/

1

Cc: Hippisley, Andrew R; Blonder, Lee
Subject: Proposed New MFA in Creative Writing

Hi, Julia. I'm writing with a gentle reminder about the SC's request in December that Dean Michael Tick submit a letter (or email) that expresses support for the proposed new MFA degree.

I'll be out of the office for the next two weeks, but I'll be prepping the Senate agenda when I return. That letter/email of support is necessary to put the MFA on the Senate agenda for February 11.

Please let me know if you have any questions — I'll be here today and tomorrow.

Sheila

Sheila Brothers
Staff Representative to the Board of Trustees
Office of the Senate Council
203E Main Building, -0032
Phone (859) 257-5872
http://www.uky.edu/faculty/senate

2

From:	Hippisley, Andrew R
Sent:	Thursday, January 09, 2014 11:48 AM
To:	Brothers, Sheila C
Subject:	Historic preservation
Attachments:	Antrho_support.docx; Certificate TableDRA No Color, 1-14.docx; Faculty Oversight of Certificates.docx; HP Program Specializations.xlsx; responses_to_SAPC.docx; Graduate Certificates in Historic Preservation.docx

This is a recommendation that the University Senate approve the establishment of a new graduate certificate: Historic Preservation, within the College of Design.

(please see attachments)

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

http://linguistics.ac.uky/edu/users/arhipp2

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Graduate Certificate in Historic Preservation

Overview and Justification: This proposal recognizes the need to create a mechanism through which professionals and students from other disciplines, who do not wish to obtain a two-year Master's degree in Historic Preservation, may obtain exposure to the principles, tools and techniques that will allow them to apply their skills within a historic context. The certificate program was created, in part, due to the large number of design professionals who, due to budgetary constraints, are working in the area of adaptive reuse or projects that make use of the existing urban fabric. In many cases, the tax credits available for adaptive reuse projects are what make the project financially viable. It is imperative that these constituency groups understand the values and legal framework that drive historic preservation. A certificate program prepares designers to work with preservationists in a real world context and strengthens the ability of our young designers to compete in the job market.

It should be noted, however, that students and professionals from all disciplines are welcome to enroll in the Historic Preservation Certificate Program providing that they meet the Graduate School's entrance criteria. Students that have enrolled in the HP two-year Master's program have come from such varying disciplines as history, anthropology, archeology, political science, fine arts, communications, and economics, as well as the design disciplines. It is expected that the certificate program will draw applicants from a breadth of external disciplines, and many have expressed interest in the program. Knowledge of the values and legal framework that drives preservation decisions is useful to numerous professions in today's world.

Students who are in the Architecture and Interior Design graduate programs have seen the need to obtain a certificate and a number are already taking preservation courses as electives. This proposal is student-centric in that it fulfills a specific need and allows students to achieve recognition for taking a specific body of courses. A certificate program also keeps the University of Kentucky current with other programs offering certificates in Historic Preservation; these include the University of Georgia, the University of Maryland, Tulane, and Rutgers University.

Under UK's program, all students must complete two core courses (HP 601 and 602) and then select two additional three-credit hour courses in their area of concentration. Core faculty in the Historic Preservation program will teach HP 601 and HP 602. For the two additional required courses in each concentration area, HP faculty of record will teach a number of these, while those courses outside of the unit will be taught by faculty in their respective disciplines. Some of these individuals have joint appointments in Historic Preservation, but certainly not all. Permission has been obtained from all faculty in outside units for HP students to enroll in their courses as electives.

Faculty of Record: Allison Carll White, Ph.D., Chair of Historic Preservation and DGS, will oversee all admissions into the certificate program and ensure graduation criteria are met. The faculty of record will be the same as those who teach in the MHP Program.

Assessment: Assessment occurs on an annual basis to determine if students are mastering the learning objectives for the respective courses. Within the Historic Preservation program, a rubric has been developed to measure students' abilities to grasp the concepts presented in the various courses. A team of three faculty reviewers randomly selects products from each course for assessment using the rubric, and a score is assigned measuring the reviewers' perception of how well learning objectives are being met. The administrator than tallies the results and prepares an assessment improvement plan for consideration by faculty within the unit. The data and the plan are then shared with the college and university through the appropriate means. Papers and other course assignments will be collected from students for courses outside of Historic Preservation, and the same method of assessment will be used. This method allows the faculty to assess overall competence levels for students on individual learning outcomes as well as an overall assessment of how well the students in each concentration area have mastered the materials being presented. An identical assessment methodology will be used for both the two-year Master's degree program and the Certificate program to measure student mastery.

Requirements for a Certificate in Historic Preservation
Total Credit Hours: 12

Required Courses for all Certificate Students
    HP 601   Introduction to Historic Preservation (3)
    HP 602   Dynamics of Historic Preservation (3)

    + two focused courses in the area of concentration

Areas of Concentration:

    Preservation and Design
    Preservation and Economic Development
    Preservation and Planning
    Rural Preservation

    Or a concentration area selected by the student and approved by the DGS

Learning Objectives for **all** students in the Certificate Program:

Upon completion of the Certificate in Historic Preservation, students will be able to:

- Discuss the growth of the historic preservation movement in the United States
- Explain the relationship between historic preservation and allied fields
- Clearly articulate an understanding of preservation theory/philosophy and how it relates to preservation/conservation efforts within the greater world
- Demonstrate an understanding of Historic Preservation policy and programming standards
- Clearly explain the political-legal framework for historic preservation in the United States and how that system fits within an international context

Preservation and Design Concentration:

- Identify the character-defining elements of a building and discuss appropriate strategies for the preservation/restoration/adaptive use of the structure in written and visual presentations
- Engage in a dialog between those in the historic preservation and design disciplines to achieve sympathetic design solutions involving the integration of old and new construction

Rural Preservation Concentration:

- Clearly articulate preservation policies, standards and programs, and state their relevance to and application within rural preservation.
- Identify the stakeholders in rural preservation efforts at national, state and local levels.
- Identify the major issues and problems encountered by rural preservation efforts.
- Describe the relationships between rural economies – especially agriculture – and rural preservation.
- Propose solutions to rural preservation problem

Economic Development Concentration:

- Identify different approaches to using historic resources for the purpose of economic development

- Explain how to determine the financial viability of building rehabilitation proposals
- Demonstrate an understanding of the social and political effects of different revitalization policies and explain the effects of choices made

Planning Concentration:

- Illustrate how to implement historic preservation goals through land use regulations
- Visually demonstrate how to use modern data presentation techniques to inform the public about local historic resources

Dear Allison,

I am delighted to hear that you are eager to collaborate on the HP and Cultural Resource Management track—and will be glad to sign off on that proposal, once this process has been completed. To be clear, we have no desire to delay other proposals, where anthropology is not involved, and trust that you can submit those separately. I will also be very pleased to work with you in setting up a meeting for that collaboration to be renewed—but this will need to wait until my colleagues have returned to campus.

All best,

Mary

Mary K. Anglin, PhD, MPH

Associate Professor and Chair,

Department of Anthropology

University of Kentucky

Lexington, KY 40506-0024

Phone: 859-257-1051

Fax: 859-323-1959

	Certificate	Certificate	Certificate	Certificate
	Preservation and Design 12 hrs. total	Preservation and Economic Development 12 hrs. total	Preservation and Planning 12 hrs. total	Rural Preservation 12 hrs. total
Core Courses				
HP 601: Introduction	C	C	C	C
HP 602: Dynamics (Law)	C	C	C	C
HP 610: American Arch. I				
HP 611: American Arch.2				
HP 612: Doc. I				
HP 614: Doc. 2				
HP 613: Structures and Materials	R			
HP 616: Pres. Design Studio	R			
HP 617*:Pres. Planning Studio			R	
HP 798: Research Design				
HP 799: Master's Project				
HP 609: Revitalization		R		
HP 608*: Patterns of American Settlement			R	
HP 772: Adaptive Reuse		R		
PA 662: Non-Profit Mgmt				
HP 750: Advanced Preservation Design (3-6 credits)				
LA 854: Historic Landscape Preservation				R
PS 456 G: Appalachian Politics				R

C = core course

R = recommended course selection

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Faculty who will be involved in oversight of Historic Preservation Certificates:

Director of Certificates and DGS: Allison Carll White, Ph.D,
Chair, Historic Preservation
Will oversee all admissions into the certificate program and ensure graduation criteria are met

The faculty of record are the graduate faculty in the Historic Preservation program. Because of their areas of expertise, the following faculty has been designated to oversee course selections within the four concentration areas:

Faculty:	Certificate Oversight:
Allison Carll White, Ph. D. Chair, Historic Preservation & DGS	Preservation and Design
Clyde Carpenter, MArch Professor Architecture	
Doug Appler, Ph. D. Assistant Professor, Historic Preservation	Preservation and Planning
Julie Riesenweber, MEAC Instructor, Historic Preservation	Preservation and Economic Development Rural Preservation

Dpt.	Dpt. #	Course Title	Offered	Email	Department Chair/School Director
Art History				**Robert Jensen**	**Prof. Robert Jensen** — Welcome to participate, pending seats and relevant subject matter
A-H	501	Museum Studies	X	Robert.Jensen1@uky.edu	At least 1 time a year, usually in fall.
A-H	529	Topical Seminar in Architectural or Design History			Contingent on faculty
A-H	555	Methods in Art History	X		At least 1 time a year, usually in fall.
A-H	627	Interdisciplinary Approaches to Art History	X		Subject varies, shared with undergrads, offered in rotation each semester with 628
A-H	628	Art History and Visual Studies Topical Seminar	X		Subject varies, shared with undergrads, offered in rotation each semester with 627
Anthropology				manglin@uky.edu	**Mary Anglin**
ANT	534	Sociology of Appalachia	X		Cross-listed with Sociology
ANT	543	Cultural Resources	X		Not on a regular rotation
ANT	545	Historical Archaeology	X		Not on a regular rotation
Community and Leade				ghansen@uky.edu	**Extension Prof. Gary L. Hansen** — Changes in program, so cannot answer for sure yet
CLD	650	Applied Community Communication	X		Offered 1 time each year, very good for HP students, HP students will enrich the class dynamics
CLD	675	Community Development and Leadership Communicati	X		Offered 1 time each year, very good for HP students, HP students will enrich the class dynamics
CLD	682	Research Methods	X		Offered 1 time each year, very good for HP students, HP students will enrich the class dynamics
Geography				aseco2@uky.edu	**Anna Secor**
GEO	470G	America's Cultural Geographies			Hasn't been taught in 5 years, but faculty still ready to teach it
GEO	485G	Urban Planning and Sustainability	X		1 time each year, usually in spring
GEO	490G	American Landscapes	X		1 time each year, usually in fall
GEO	506	Intro to Computer Cartography			Rarely taught, but on agenda to get back in rotation
GEO	509	Workshop in Geospatial Technologies	X		1 time each year, usually in spring
GEO	545	Transportation Geography			Not taught in 5 years, could get brought back
GEO	546	Tourism and Recreation Geography			Not taught in 5 years because faculty retired
GEO	609	GI Science Fundamentals	X		1 time each year in spring
GEO	709	Advanced GI Science			
Landscape Architecture				ned.crankshaw@uky.edu	**Prof. Ned Crankshaw** — Appropriate for HP, and don't need permission since class was built for them
LA	854	Cultural Landscape Preservation			Only taught if enough students are enrolled
Public Administration				edjennings@uky.edu	**Edward T. Jennings** — Sent to someone else, never heard back
PA	662	Non-Profit Management	X		Taught every spring semester, good for HP students.
Political Science				ejvana@uky.edu	**Ernest Yanarella**
PS	456G	Appalachian Politics	X		1 time each spring. Taught by Dr. Christopher S. Rice. Did not say if apporpriate for HP students.

REQUEST FOR NEW MASTERS DEGREE PROGRAM

Signature Routing Log

General Information:

Program Name: Certificate in HP

Proposal Contact Person Name: Allison Carll   Phone: 7-7763   Email: hedcarll@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

iternal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Historic Preservation faculty	5/9/13	Allison Carll / 257-7763 / hedcarll@uky.edu	*(signature)*
College of Design faculty	8/26/13	TONY ROCCANOVA / 7-4629 / ROCCA@uky.edu	*(signature)*
Dean, College of Design	9/4/13	ANN DICKSON / 7-7619 / HDSAWD@uky.edu	*(signature)*
		/ /	
		/ /	
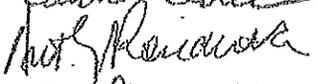
xternal-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson Digitally signed by Dr. Brian A. Jackson DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email, c=US Date: 2013.10.24 15:15:19 -04'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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[4] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

168

From:	Hippisley, Andrew R
Sent:	Wednesday, January 29, 2014 10:22 AM
To:	Brothers, Sheila C
Subject:	uni scholars, philosophy

This is a recommendation that the University Senate approve the establishment of a new university scholar's program for a: Master's of Arts in Philosophy, in the Department of Philosophy within the College of Arts and Sciences.

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

http://linguistics.ac.uky/edu/users/arhipp2

1

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course ☐   Program ☒   Other ☐

Proposal Name[1] (course prefix & number, pgm major & degree, etc.): __Philosophy New University Scholars Program__

Proposal Contact Person Name: __Brandon Look__   Phone: __7-3071__   Email: __look@uky.edu__

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
PHI Faculty	4/24/13	Clare Batty, DGS / 7-7109 / clare.batty@uky.edu	
PHI Chair	8/15/13	Brandon Look / 7-3071 / look@uky.edu	*Brandon Look*
	/ /		
	/ /		
College of A&S EPC and Office of the Dean	9/10/13	Ruth Beattie, Interim Associate Dean / 323-9925 / bosch@uky.edu	*Ruth E. Beattie*
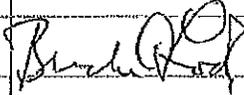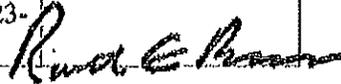
External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council		*Roshan Nikou*	
Senate Council Approval		University Senate Approval	

Comments:

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[1] Proposal name used here must match name entered on corresponding course or program form.
[2] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Proposal for a University Scholars program for the Master of Arts in Philosophy

Introduction

The Department of Philosophy offers the M.A. degree as part of our graduate program. This degree requires thirty-six hours and is available with a thesis or non-thesis option. Approximately four to five students per year complete the M.A., most under the non-thesis option. The department also has an active Ph.D. program and offers the Philosophy major for the B.A. and B.S. degrees in the College of Arts and Sciences. We encourage our strongest majors to enroll in graduate courses while they are undergraduates, and these students leave our program with a strong preparation for further graduate study.

The Department proposes to establish a University Scholars program for our M.A. degree. This will provide a significant savings of time for students who wish to earn an M.A., as they will be able to complete their M.A. in one year after completion of the Bachelor's degree. Students who earn an M.A. in this program will be well-positioned to continue towards the Ph.D. in Philosophy at U.K. or other institutions.

Program Structure

An applicant desiring admission to the Master of Arts University Scholars program in Philosophy must meet the following requirements.

1. The applicant must be an undergraduate pursuing a Bachelor's degree in Philosophy and must apply for the University Scholars program in the semester prior to his or her senior year.

2. The applicant must have 90 hours completed or in progress at the time of application and must in other respects be on track to complete a Bachelor's degree in Philosophy during the first year of the University Scholars program.

3. The applicant must have a minimum GPA of 3.2 overall and 3.5 in Philosophy courses.

4. The applicant must follow the normal application procedures and meet normal admission requirements for the Graduate School and the Graduate Program in the Department of Philosophy. The Department reserves the right to determine admission based on its overall assessment of the applicant's qualifications.

Program of Study

Students who are admitted to the University Scholars program will be eligible to take all 500, 600, and 700-level courses in Philosophy, subject to normal prerequisites.

Students may take up to twelve hours that may be double-counted towards the Bachelor's and Master's degree requirements. All other degree requirements remain unchanged.

The Director of Graduate Studies will advise the students in the University Scholars Program on the graduate program. The student's undergraduate advisor will continue to provide advice on the undergraduate program.

Approved by a vote of the Philosophy faculty on **April 24, 2013**

Brandon Look, Chair, Department of Philosophy
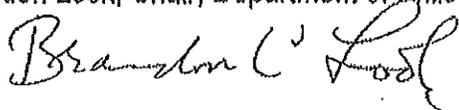
Clare Batty, Director of Graduate Studies, Department of Philosophy

Brothers, Sheila C

From:	Hippisley, Andrew R
Sent:	Wednesday, January 29, 2014 10:16 AM
To:	Brothers, Sheila C
Subject:	Health comm certificate

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Health Communication, in the Department of Communication, within the College of Communication & Information.

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

http://linguistics.ac.uky/edu/users/arhipp2

1

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course ☐   Program ☒   Other ☐

Proposal Name[1] (course prefix & number, pgm major & degree, etc.): <u>Health Communication</u>
<u>Certificate Program</u>

Proposal Contact Person Name: <u>Elisia L. Cohen</u>   Phone: _____   Email: _____

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dean of CCI	2/1/2013	Dan O'Hair / 218-0290 / ohair@uky.edu	*[signature]*
CCI Faculty Council	12/7/2011	Derek Lane / 2572295 / dr.lane@uky.edu	
CPH Faculty Council & Academic Affairs Committee	11/12/2012 & 11/14/2012	Steven Wyatt & StevenBrowning / 218-2047; 2182235 / wyatt@uky.edu srbrown@uky.edu	
Department of Communication Faculty	10/3/2012	Laura Stafford / 2573622 / laura.stafford@uky.edu	
	/ /		
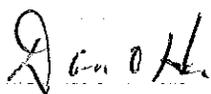
External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

Please see letters of support for appropriate signatures.

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[1] Proposal name used here must match name entered on corresponding course or program form.
[2] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Health Communication Undergraduate Certificate Program Proposal
Final Proposal - 12/20/2013

I. Narrative Overview

The Health Communication program has been a strength in the College of Communication and Information. During the last 15 years the Graduate Faculty in Communication have obtained more than $30 million in federal grants in health communication, the doctoral Program has been ranked 6th in the country in health communication (applied communication) by the National Communication Association and four of our graduate students have been awarded prestigious National Cancer Institute internships. The curriculum at the undergraduate level was created to enhance the quality of the undergraduate student body, provide professional development for students, and to increase the number of students studying communication from the allied health professions, nursing and medical pre-professional programs. We believe that a new health communication certificate can meet these objectives in the following ways:

- Improve the ability of the field of public health and communication to respond to emerging demands for communication competencies in the health professions.
- Increase the number of high achieving students recruited to the College of Communication & Information and related courses in the Certificate (i.e., Health Behavior and Epidemiology)
- Enhance the academic preparation in communication for pre-professional health science students to improve their communication competencies beyond the UK Core as applied to the health context.
- The Health Communication Certificate allows students to begin study in the College as first and second year students. As a result, many may become involved in communication as peer tutors, peer communication skills trainers, UK 101 peer instructors, and leaders in communication fraternities as early as their freshman year.
- Enhance the communication and pre-professional students' communication skills training that employers say are applicable to their professions.

II. Program Description

The Certificate in Health Communication is designed so as to comply with the University of Kentucky Standards for undergraduate certificates, and also to be feasibly combined with a broad array of majors across UK's colleges, but particularly the College of Communication and Information and Health Science Colleges. This program exceeds UK's minimum parameters for undergraduate certificates that follow:

- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- Student must earn a C or better in each required certificate course to receive the certificate.

- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

Health Communication Certificate Standards

In order to remain in good standing in the program, students must have a 2.0 overall GPA at the end of their first year, and a 2.0 in certificate classes to graduate from the certificate. Students are also required to take three core classes as requirements for the certificate program, as well as program electives.

- Courses taken within three years prior to admission to the certificate can be used in the certificate.
- Certificates will only be awarded to students who successfully complete a Bachelor's degree, or have completed a four-year degree.
- The certificate requires 15 hours and a minimum of 12 credits of course work in the certificate must be taken for a letter grade.
- The certificate requires 9 core hours of credit (2 communication core, and 1 public health core) courses be completed.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's major a minor, or another certificate, exclusive of free or unrestricted electives.
- The Director approves the individual certificate curriculum for each student and informs the Registrar when the certificate is complete and may be awarded.
- The awarded certificate is to be posted on the student's official transcript.
- The program requests that this undergraduate certificate curriculum be approved for operation for a period of 6 years or the maximum allowable under UK program regulations, whichever is long.

Administrative Structure

The Faculty Director for the Health Communication Certificate will be Dr. Don Helme, current Director of Undergraduate Studies in the Department of Communication. Dr. Elisia Cohen, program proposer and Department Chair, Associate Professor of Communication, Director of the Health Communication Research Collaborative, and an instructor in the program will work with Dr. Helme and the affiliated faculty on any and all multidisciplinary curricular components.

Dr. Helme will coordinate the program with input from the following unit heads:

Dr. Cohen, Chair of the Department of Communication

Dr. Richard Crosby, Chair of the Department of Health Behavior, who will help coordinate the certificate for Undergraduate Students in the College of Public Health.

Dr. Melody Noland, Chair of the Kinesiology and Health Promotion department, who will be the lead contact for students in the College of Education.

The Certificate Program

The certificate students undertake a curriculum outlined below which is designed to enrich

their pre-professional health, business or communication-related major. The courses focus on building health communication and leadership skills, and help students understand the role and importance of effective communication strategies to promote individual and public health.

The Certificate reinforces classroom and program objectives through participation in the professional workshop series (workshops on networking, health professionals interviewing, and communication etiquette), and attendance at one Health Communication Research Collaborative coffee talk, breakfast or lunch workshop (coffee talks and breakfast/lunch workshops are informal discussions with a successful alum and faculty) or health professional site visit during completion of the certificate program.

Certificate learning outcomes:

- The certificate requires that the students identify and analyze communication strategies effective for promoting individual and public health.
- Students completing the certificate will be able to determine the major concepts of disease prevention and control, and the effectiveness of communication and health promotion as prevention strategies.
- Students completing the certificate will be able to recognize fictionalized health-related information and the impact of such fiction on popular perception and knowledge.

CERTIFICATE CORE CLASSES

COMMUNICATION CORE:
COM 311 Taking Control of Your Health: Patient-Provider Communication (Offered each term)
Many health care providers and health communication scholars have advocated a shift from traditional paternalistic medicine, which is often governed by the health-care provider, to patient-centered care, where providers work in concert with the patient, or health consumer, to deliver optimal care. To that end, interactions between providers and their patients are essential for helping facilitate an interpersonal climate of empathy, shared decision making, mutual support, and trust. Positive patient-provider interactions often manifest themselves in the disclosure of information from patients. Conversely, the absence of positive interaction could contribute to adverse health outcomes should the patient not feel comfortable disclosing information or should the provider fail to account for the complete health of the patient, including psychosocial needs. This course is designed to help students explore, understand, and appreciate the patient-provider relationship through an examination and analysis of selected health communication case studies and related materials. It also designed to improve your communication skills with physicians, nurses, and allied health professionals.

COM 471 Introduction to Health Communication (Offered online and in a regular in-person seminar format each term)
This course examines theory and research relevant to health communication including interpersonal, organizational, and mass communication approaches. Topics include the role of communication in general models of health and illness, the relationship between patients and healthcare providers, social support, and health campaigns. This course is designed to equip students with skills to (a) analyze how messages from interpersonal,

organizational, and media sources affect health beliefs and behaviors, (b) evaluate the quality of communication in health and illness contexts, (c) apply this knowledge to become a more active participant in their own health care, and (d) prepare an application for any number of the diverse career opportunities available to health communication professionals.

PUBLIC HEALTH CORE:
STUDENT MUST TAKE AT LEAST ONE COURSE FROM THE FOLLOWING LIST OF COURSES OUTSIDE OF COMMUNICATION :

CPH 440-001 Foundations of Health Behavior

This course will provide students with an overview of primary prevention in the rapidly expanding field of public health. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

OR

UKC 130-001 or CPH 202 (when approved, see explanation below) Public Health Through Popular Film

This course will provide students with an introductory understanding of public health concepts through critical analysis of popular cinema and instruction in basic public health principles related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regards to the science and activities of public health as portrayed in cinema.

ELECTIVES: In addition to meeting the COMMUNICATION and PUBLIC HEALTH CORE requirements, Students Must Take Two Additional Electives from this List:

COM 287 - Persuasive Speaking (offered each term)

A study of the processes involved in attitude change, with emphasis on the preparation and delivery of persuasive messages.

COM 482 - Studies in Persuasion (offered each term)

This course examines theory and research of persuasion. Topics include message characteristics, credibility, compliance-gaining, decision making, and motivational appeals.

COM 454/491 – Honors Seminar/Special Topics in Health Information Seeking

This is course is designed to provide students with a basic understanding of the process of health information gathering. The course is designed to give students a background in

theories, perspectives, concepts, and approaches to understanding information seeking and information behavior in health contexts. Thus, it seeks to promote student understanding, analytical skills, and critical thinking necessary for such professions as consulting, research, and management and for their own personal survival and well-being.

COM 525: Organizational Communication: *Communication in Healthcare Organizations*

This course examines organizational communication by applying it to the complexities and contingencies that comprise the organization of health care. Using systems theory, an approach that enhances our understanding of health organizing, students will gain familiarity with the communication processes and behaviors that comprise a wide range of health settings. Understanding and applying the concepts discussed in this course can improve communication in health organizations, which ultimately benefits health care delivery. This course investigates topics salient to today's health organizations including but not limited to team dynamics, leadership, technology, organizational change, socialization, and care quality.

COM 535: Risk and Crisis Communication

This course examines strategic risk and crisis communication research, theory, and practices. Special emphasis is placed on crisis planning, media relationships, image restoration, ethical responses, and organizational learning.

COM 571: Interpersonal Communication in Health Contexts

Examines theory and research relevant to the role of interpersonal communication in managing mental and physical health. Topics related to interaction in health contexts include: communicating identity in health and illness, health and personal relationships, health care provider/patient communication, medical decision-making, and interpersonal health education and prevention efforts.

COM 572: Health Communication Campaigns & Communities

This course focuses on the role of the mass media in contemporary public health campaigns. Most class sessions focus on the application of theory and research to the design of these campaigns. Earlier studies examining the role of the mass media in health campaigns indicated that the mass media played a small and rather insignificant role in changing health behaviors. However, more recent studies indicate that careful targeting combined with formative research often yield successful behavior change.

LIS/CJT 539: Introduction to Medical Informatics

This course is designed to introduce the interdisciplinary field of medical informatics to health information professionals. Medical Informatics is a developing field that essentially seeks to apply information and computing technologies to improve all aspects of healthcare, including patient care, research, and education. During the semester we will explore a number of topics central to understanding the field, including: the nature of biomedical information, the electronic medical record, the role of information and computing technologies to support clinical decision making, healthcare and informatics standards, information retrieval, system analysis and technology assessment, and essential

issues of information technology in medical education and medical ethics. By the end of this Web-based course, students are expected to be able to understand broad aspects of the field and can use this as a foundation for further education, training, and work in various types of health information professions.

UKC 130-001 (currently being proposed as a permanent course CPH-202): Public Health Through Popular Film

This course will provide students with an introductory understanding of public health concepts through critical analysis of popular cinema and instruction in basic public health principles related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regards to the science and activities of public health as portrayed in cinema.

CPH 365 /CPH 310 (when changes are approved) Disease Detectives: Epidemiology in Action

This course will outline the history of epidemiology as a science and examine its wide-ranging contributions to the fields of public health, medicine, and the social sciences. This course will focus on epidemiological methods to investigate health outcomes and identify
associated and causative factors of disease in populations.

CPH 440-001: Foundations of Health Behavior

This course will provide students with an overview of primary prevention in the rapidly expanding field of public health. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

KHP 230: Human Health and Wellness

This course is designed to help students develop health literacy to enable them to live a healthy lifestyle and achieve high-level wellness. Health literacy is essential for health promotion and disease prevention efforts applied to individual, family, and community health.

KHP 590: Advanced Health Concepts
Advanced Health Concepts is a content class that will examine current and significant health issues to increase students' knowledge, skills and health literacy. Specifically, the course will address major personal and community health issues such as non-communicable diseases, communicable diseases, intentional injury (homicide and suicide), unintentional injury (accidents), stress and others if time permits.

Total required certificate hours: 15 hours

The curriculum for this certificate in Health Communication was developed in

consultation with the College of Public Health faculty and professionals in the health professions. We anticipate that this 15 hour certificate will draw students initially entering the program through UKC-130 or CPH 202 when approved and COM 311 which enroll first and second year students. The remaining coursework can be completed in any sequence, and will diversify the knowledge base and marketability of our graduates interested in the health sciences and communication professions.

Primary Faculty Instructors:
Health Communication [College of Communication & Information]
Elisia L. Cohen, Ph.D., Associate Professor

Nancy G. Harrington, Ph.D., Professor
J. David Johnson, Ph.D. Professor
Allison Scott, Ph.D., Assistant Professor
Kevin Real, Ph.D. Associate Professor
Don Helme, Ph.D., Associate Professor
Matthew Savage, Ph.D., Assistant Professor

Health Behavior/Epidemiology [College of Public Health]
Kate Eddens, Ph.D., Assistant Professor
Robin C. Vanderpool, Dr.PH, Assistant Professor
Richard Crosby, Ph.D., Professor
Claudia Hopenhayn, PhD, MPH, Associate Professor
Wayne Sanderson, Ph.D., CIH – Professor

Kinesiology and Health Promotion [College of Education]
Richard Riggs, Ed.D.., Professor (KHP 230 instructor)
Melody Noland, Ph.D., Chair and Professor
Kristen Mark, Ph.D., MPH, Assistant Professor
Melinda Ickes, Ph.D. Assistant Professor

III. Assessment
Student success will be measured, in part, by retention between enrollments in the certificate program and its completion. There are three learning outcomes for the certificate:
1. The certificate requires that the students identify and analyze communication strategies effective for promoting individual and public health.
2. Students completing the certificate will be able to determine the major concepts of disease prevention and control, and the effectiveness of communication and health promotion as prevention strategies.
3. Students completing the certificate will be able to recognize fictionalized health-related information and the impact of such fiction on popular perception and knowledge.

A Qualtrics survey will be developed using knowledge questions submitted by instructors teaching the core certificate courses to measure student knowledge and knowledge gaps related to learning outcomes 1, 2, and 3 above. The curriculum map, below, also identifies how the courses a student takes will map on to these learning outcomes, such that course

assignments may also be used to assess student learning. Additional measures of efficacy to analysis communication strategies promoting individual and public health, and their belief in their ability to determine concepts of disease prevention and health communication will be used to assess student learning. Additionally, a survey will assess the annual level of engagement in the program demonstrated and qualitative impact as expressed by the student. We will also compare academic success (GPA, degree completion, time to degree) among three groups: overall Communication major- health communication 'track' participating students and students in the Certificate of Health Communication program. Assessment of Education Abroad experience is ongoing. We will also track the ways in which students design the certificate program in their various majors, for purposes of ongoing refinement and assessment as well as enrollment management. Finally, we will track diversity among the student participants, in order to assess whether the program attracts a broad and representative spectrum of students.

1. The certificate requires that the students identify and analyze communication strategies effective for promoting individual and public health.	CPH 440-001 COM 471 COM 311	Course Assignments: Exams Research Papers
2. Students completing the certificate will be able to determine the major concepts of disease prevention and control, and the effectiveness of communication and health promotion as prevention strategies.	CPH 440-001 UKC130-001 or CPH 202	Exams Research Papers
3. Students completing the certificate will be able to recognize fictionalized health-related information and the impact of such fiction on popular perception and knowledge.	UKC 130-001 or CPH 202 COM 311	Exams Research Papers Class journals/reaction papers

IV. RESOURCES

No additional resources are requested for this program at this time. The Director of Undergraduate Studies in the Department of Communication will direct this program as part of his or her administrative service DOE. No additional resources area needed in terms of general coursework. All of the courses listed herein are regularly offered and have capacity. If the Certificate program enrolls large numbers of (non-CIS) students, additional sections of COM471 may be required. However, the current capacity in such course is 48 students per semester, and the COM311 course seats up to 150 students. Similarly, CPH 440-001 and CPH 202/UKC 130-01 are large capacity courses drawing on existing CPH faculty expertise. No additional resources are required to maintain the health communication component as the Communication and Public Health Colleges have a large set of faculty with this competency. No new resources

are required for program promotion, as promotion will be managed through existing Health Communication Research Collaborative channels as well as via college advisors and associate deans for undergraduate education. For the co-curricular component, technological investment will be required for the Qualtrics survey (we do have this existing resource within our College) and for integration of this requirement into APEX. If technology is appropriately designed, no additional staff resources should be required (unless/until enrollments grow substantially).

March 23, 2013

Dear Undergraduate Council:

I am delighted to support the proposal for the Undergraduate Certificate in Health Communication. Health care professionals, organizations, and advocacy organizations are becoming keenly aware of the need for effective communication in health contexts, and employer demand for this specialization is increasing. The Undergraduate Certificate in Health Communication will prepare students to meet this need.

Faculty across the College of Communication and Information have extensive research and teaching interests in health communication, and the development of this certificate is an extension of their expertise. In addition to serving the needs of our current students, the certificate has the potential to extend the reach of our college in the university to help develop communication competencies in the training of pre-professional allied health students. We have ample teaching expertise and course offerings in the College to serve student demand for this certificate. Though no resources are needed at this time to meet demands for this certificate, should additional resources be required, I am certain that the College of Communication and Information can meet any unanticipated need.

Please contact me with any questions regarding this endorsement.

Sincerely,

H. Dan O'Hair

H. Dan O'Hair, Dean
College of Communication and Information

U.K.
UNIVERSITY OF
KENTUCKY

November 21, 2012

Dr. Elisia Cohen
Director, Health Communication Research Collaborative
231 Grehan Journalism Building
Department of Communication
University of Kentucky
Lexingon, KY 40506

Dear Elisia,

The Department of Communication is in complete support of the College of Communication and Information Health Communication Certificate. The program was approved by our Curriculum and Assessment Committee and subsequently unanimously supported by our faculty. We have classes and personnel to support the program and are quite pleased to be part of it.

Sincerely,
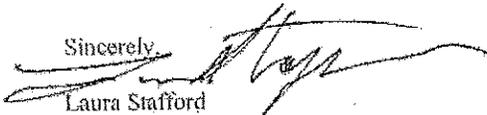
Laura Stafford

Professor and Chair
Department of Communication

November 14, 2012

Elisia Cohen, PhD
Director, Health Communication Research Collaborative
231 Grehan Building
University of Kentucky
Lexington, KY 40506-0042

Dear Dr. Cohen:

Thank you for sharing your Health Communication Certificate Program proposal with the College of Public Health. Indeed, employers require such enhanced communication skills training for pre-professional students and this proposed curriculum responds to that emerging demand.

Our Academic Affairs Committee and Faculty Council have thoroughly reviewed your proposal and are in favor of this collaboration. There is widespread agreement that we have the faculty, resources, and course offerings to support this proposal, and welcome certificate students into our classrooms. We expect that graduates will truly understand the role and importance of effective communication strategies to promote individual and public health.

The College of Public Health is pleased to support the College of Communication and Information in their Health Communication Certificate Program proposal, and looks forward to collaborating with program faculty to meet the academic needs of health communication students.

Sincerely,

Stephen W. Wyatt, DMD, MPH
Dean

Elisia Cohen <elisia.cohen@uky.edu> 📎
To: "Noland, Melody" <mnola01@email.uky.edu>
Re: New Cmte Item SAPC_New Undergraduate Certificate in Health Communication

December 9, 2013 5:21 PM

2 Attachments, 76 KB

Hi Melody,

Thank you. I will include these courses in the revised proposal. These look perfect!

Elisia
On Dec 9, 2013, at 3:55 PM, "Noland, Melody" <mnola01@email.uky.edu> wrote:

> Elisia, thanks for sending this. We agreed that KHP 230 would be a good overall introduction to health. It is a basic health course called Human Health and Wellness. The other course would be KHP 590 for students that want a more advanced look at health. I am attaching some sample syllabi.
>
> **From:** Cohen, Elisia L
> **Sent:** Monday, December 09, 2013 2:40 PM
> **To:** FW_mmohr2
> **Cc:** Hippisley, Andrew R; Noland, Melody
> **Subject:** Re: New Cmte Item SAPC_New Undergraduate Certificate in Health Communication
>
> Thank you, Margaret and Andrew. Yes, what appears online is the most recent proposal.
>
> I'm copying Melody Noland and Rick Crobsy here so that they can see it as well: http://www.uky.edu/Faculty/Senate/curricular_proposals/files/2013-2014/Health%20Communication%20UG%20Certificate_Complete.pdf The routing form and letters of support are available from the old (preUGC revisions) proposal attached.
>
> I contacted Melody last week to ask her if there were any KHP courses we should add to our proposal and if we could have support from her unit in moving this forward. She will take it to her faculty. Although we discussed the certificate this summer, since we did not include KHP in our initial proposal, we did not route the proposal through the College of Education this past year. I have asked Melody to let me know if there are any courses to add or concerns to address. The certificate is designed to push our students out into other Colleges and vice-versa with existing course offerings, so we would be happy to add additional electives or address any concerns from KHP. The objectives of the certificate are squarely to enhance students communication skills and understanding of health communication practices, so it should not supplant offerings available in other Colleges.
>
> Please let me know if there are any other concerns. As long as this is approved in the spring, we should be in good shape to admit our first students for Fall 2014. The courses affected are already regularly offered.
>
> One change to the proposal or update is Dr. Don Helme (COM - Director of Undergraduate Studies) will coordinate admission and assessment activities related to the proposal with input from me and Richard Crosby (CPH).
>
> Thank you,
>
> Elisia
>
>
> On Dec 9, 2013, at 2:28 PM, "Schroeder, Margaret" <m.mohr@uky.edu> wrote:

Hi!

Thanks for your responses! The committee voted to move this forward pending the following changes:

1) Clarification of the administrative structure as you mentioned in your email.
2) Adding the routing form and support letters from what you have attached with the current document Sheila has posted (We're assuming this is the most recent version?)
- http://www.uky.edu/Faculty/Senate/curricular_proposals/files/2013-2014/Health%20Communication%20UG%20Certificate_Complete.pdf
3) Garnering a letter from Melody Noland in KHP or Richard Riggs, Program Chair of the Health Promotion Program in KHP.

We believe that with the completion of these three items you will have a strong proposal going into the Senate Council meeting.

Please let me know if you have any questions.

Thanks!
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | Secondary Mathematics Program Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com

Science
Technology
Engineering
Mathematics Education
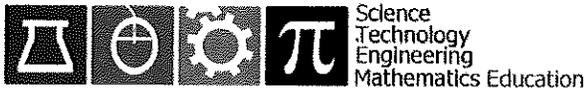
On Mon, Dec 9, 2013 at 12:52 PM, Cohen, Elisia L <elisia.cohen@uky.edu> wrote:
Hi Margaret,

I was working on this but did not have time to do a thorough revision. If it is OK to go through as is, I am attaching the old information that you will need. I also reached out to the College of Education. Since they were not involved in the Certificate, they did not write an initial letter of support. I have not heard any opposition, and have asked for a letter from Melody Noland (but this may take time/to write a letter she may have to get support from a committee. This routed thoroughly otherwise).

1. Under 'Certificate Standards' we would like clarification of last bullet - The program requests... approved for period of 6 years.
The 6 year approval is standard for the Certificate process. These are meant to be the general university standards that the certificate adheres to.
2. GPA of 2.5 to get the certificate: is this rigorous enough to be meaningful?
The GPA is meant so that students would need to earn at least a B in half of the coursework. We could drop it if it creates difficulty. But, we thought it would be a good standard...
3. A routing form is needed to show it has been through the college education policy committee and the undergrad council.
Attached.
4. Support memos are needed from the College of Communication & Information, The College of Public Health and from KHP - College of Education. Currently there are no support letters attached.
Attached.

Finally, did you think that the assessment information was adequate? I was going to update that as well. Attached are the support letters and original routing material. The co-Directors of the Certificate are Elisia Cohen (Communication), Don Helme (Communication - lead director, and added now that I am Department Chair, Don is our Director of Undergraduate Studies and will administer this program), and Richard Crosby (Health Behavior). Also, one other question related to the requirements… There are three core required courses for the certificate - 2 in communication and 1 in health behavior.

Thank you for your help. I apologize that I was not able to do more before this afternoon. We have candidates visiting and my email is a bit under siege.

Best,

Elisia

Elisia L. Cohen, Ph.D.
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elisia.cohen@uky.edu<mailto:elisia.cohen@uky.edu>

On Dec 9, 2013, at 11:50 AM, "Schroeder, Margaret" <m.mohr@uky.edu<mailto:m.mohr@uky.edu>> wrote:

Hi Elisia-

Sheila Brothers provided us with the updated copy of the proposed certificate on Friday. We noticed that we still needed the following addressed:

Please let us know if you have any questions.

Thanks!
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | Secondary Mathematics Program Chair | Department of STEM Education<http://goog_321265639/> | University of Kentucky<http://www.uky.edu/> |www.margaretmohrschroeder.com<http://www.margaretmohrschroeder.com/> [http://www.uky.edu/~tjwa227/images/STEM_01.png]

On Wed, Dec 4, 2013 at 10:17 AM, Hippisley, Andrew R
<andrew.hippisley@uky.edu<mailto:andrew.hippisley@uky.edu>> wrote:
Hi Elisia,

That is good news. Just please do a quick check across the issues raised just in case any are left out. It would be good
if we could have this done and dusted at next week's committee meeting.

Best,

Andrew

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989<tel:1-859%202576989>

http://linguistics.ac.uky/edu/users/arhipp2

From: Cohen, Elisia L
Sent: Wednesday, December 04, 2013 11:13 AM
To: FW_mmohr2
Cc: Hippisley, Andrew R
Subject: Re: New Cmte Item SAPC_New Undergraduate Certificate in Health Communication

Margaret and Andrew,

Thank you so much. All of the letters and the routing went to UGC. We also had learning outcomes and assessment
plan that went through UGC. Was it lost on the way to the Senate? I can provide this. I just provided the initial
proposal… I hadn't realized the files were not forwarded. I can put this package together in short order.

Best,

Elisia

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Director, Health Communication Research Collaborative
Editor, Communication Yearbook
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elisia.cohen@uky.edu<mailto:elisia.cohen@uky.edu><mailto:elisia.cohen@uky.edu<mailto:elisia.cohen@uky.edu>>

Clarification/codification of Conditional Admission and Readiness Testing policies for international undergraduates
Susan Carvalho, November 26, 2013, rev. January 6, 2014

These three proposed UK Bulletin changes reflect the semester-long discussions of the Task Force on International Student Success, convened by Susan Carvalho and involving faculty and staff who are closely involved with international undergraduates in the colleges of Agriculture, A&S, Engineering, and Fine Arts, as well as representatives from Enrollment Management and Undergraduate Studies.

The following changes comply with a Department of Homeland Security recommendation that each institution codify the role of its intensive English program, in the admission and enrollment status of international students.

PROPOSAL #1: New section, to be inserted on page 20, in the section entitled **International Applicants** (http://www.uky.edu/sites/www.uky.edu.registrar/files/uga_6.pdf)before the paragraph that begins "*All international applicants must show proof...":

Undergraduate international applicants who are otherwise admissible, but who have not yet demonstrated English proficiency, may be conditionally admitted to the University of Kentucky. Conditionally admitted students will be academically admitted to UK as full-time degree-seeking undergraduates upon demonstration of English proficiency, as defined below.

Students enrolled in Level 5 or Level 6 of CESL coursework may, upon meeting criteria set forth by the CESL program, enroll for one semester as non-degree seeking students in a pre-matriculation bridge program (half-time enrollment in non-credit CESL coursework and 6-8 hours of credit-bearing undergraduate coursework), constituting full-time enrollment in English preparation for immigration purposes. Completion of the bridge program with grades of A or B in all classes will constitute demonstration of English proficiency for full admission to the University of Kentucky; however, some UK academic colleges and/or majors may require a TOEFL/IELTS score for admission to their programs.

PROPOSAL #2: Revision of the paragraphs on page 20 that begins with "***Students whose native language..." http://www.uky.edu/sites/www.uky.edu.registrar/files/uga_6.pdf

***Students whose native language is other than English must score at least 527 (paper and pen), 197 (computer-based), or 71 (iBT) on the Test of English as a Foreign Language (TOEFL) to be eligible for general admission to UK. Students may also satisfy the requirement by providing an IELTS score of 6 or better. "Native language" is defined as an individual's first acquired language and the language of educational instruction. The TOEFL requirement may be waived for students who present an official transcript of satisfactory English work taken at an accredited American college, or a college in another country where English is the native language.

The Test of English as a Foreign Language (TOEFL) is offered by the Educational Testing Service and may be taken at various test centers throughout the world. Applicants must take the test early enough to ensure that the results are reported to the University by the required deadlines.

For students with marginal scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), the ~~English Department~~ Center for English as a Second Language at UK offers an intensive ~~program in~~ English program.~~as a Second Language, designed to improve both oral and written skills.~~ Successful ~~c~~Completion of this program satisfies English language proficiency for admission to UK; however, other conditions for admission must still be met, as outlined above. ~~does not guarantee undergraduate admission.~~ For complete details about the program, ~~write to: Center for English as a Second Language (CESL), 1667 Patterson Office Tower, University of Kentucky, Lexington, KY 40506-0027, (859) 257-7003.~~ visit http://esl.as.uky.edu.

The Office of Undergraduate Admission and University Registrar may require additional documents in order to process an application.

Proposal #3: Clarification that IELTS is a measure of English proficiency that is acceptable in lieu of TOEFL. This is an editorial change on page 19 of the Bulletin (http://www.uky.edu/sites/www.uky.edu.registrar/files/uga_6.pdf), in the section that lists 8 items that are required for international applications. The sixth item in the list currently reads "***TOEFL/English Proficiency," and refers to a subsequent note marked by ***. This item on page 19 should be changed to:

***TOEFL/IELTS/English proficiency.

Proposal #4~~3~~: Clarification of readiness testing and ~~apps~~APP coursework for international undergraduates: This **new** section should be added to the Bulletin section entitled "Special Academic Programs", http://www.uky.edu/sites/www.uky.edu.registrar/files/Sp%20Acad%20Prgms_1.pdf. This should be inserted on page 61, in the section entitled "Academic Prep Program (APP)":

UK Has an APP for English Language for International Students
International students who have an ACT reading subscore below 20 (SAT critical reading below 470), or an ACT English subscore below 18 (SAT writing below 430), a TOEFL score below 100, or any TOEFL subscore below 20, will be automatically registered for English Language Testing upon arrival. Based on the results of those tests, students may be required to enroll in supplemental courses in English, for academic credit, to be taken during their first year as fully enrolled students. Completion of ~~these~~this "ESL ~~apps~~APP coursework" may be required before admission to particular academic colleges and/or majors, and additional college-specific or major-specific requirements may apply.

Background information: UK's recovery in enrollment of international undergraduates requires clarification and codification of these pathways:
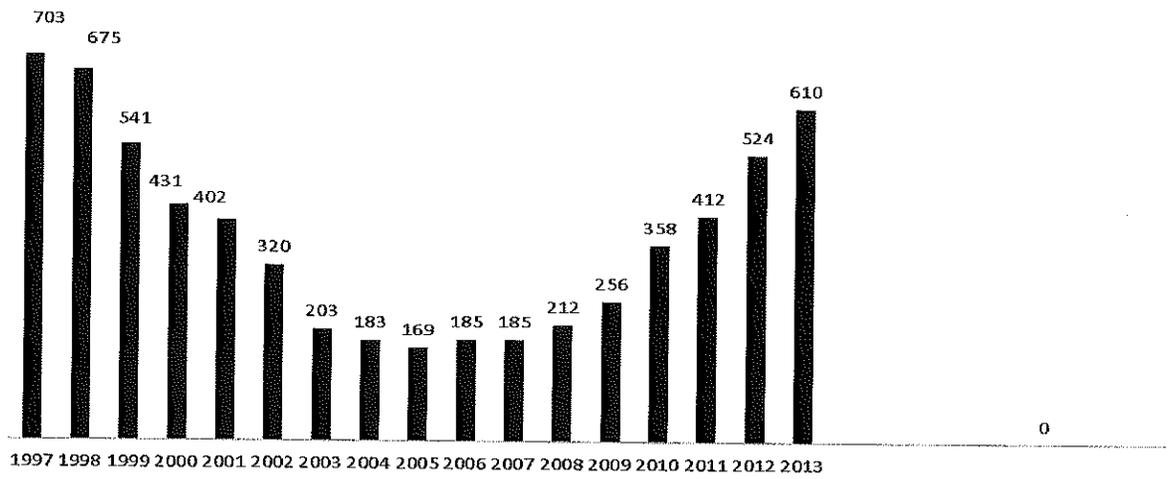
G. International Students

Undergraduate international student applicants with a TOEFL score of at least 527 (paper-based) or 71 (internet-based) 525 or above may be admitted. Corresponding scores on IELTS or other approved measures of English proficiency shall also serve as evidence of English proficiency for admission purposes. An applicant with a TOEFL score below these levels 525 may be admitted if other factors such as previous academic record, interviews and other English tests indicate that the applicant will be academically successful. Decisions concerning admission of applicants with scores below these levels 525 shall be made by the Admissions Committee. International students who are otherwise admissible, but who have not yet demonstrated English proficiency, not admissible to the University due to their level of competency in English may be conditionally admitted. They will be invited to enroll in apply to the University of Kentucky's Center for English as a Second Language (CESL) for instruction, and, upon demonstrating evidence of English proficiency as defined by CESL, they will be admitted as full-time degree-seeking students. before applying to the University itself. In the absence of conditional admission, Aadmission to the programs administered by CESL this center does not guarantee future admission to the University. [US: 3/21/83 & BoT: 5/3/83]

Students enrolled in Level 5 or Level 6 of CESL coursework may, upon meeting criteria set forth by the CESL program, enroll for one semester as non-degree seeking students in a pre-matriculation bridge program (half-time enrollment in non-credit CESL coursework and 6-8 hours of credit-bearing undergraduate coursework), constituting full-time enrollment in English preparation for immigration purposes. Completion of the bridge program with grades of A or B in all classes will constitute demonstration of English proficiency for full admission to the University of Kentucky; however, some UK academic colleges and/or majors may require a TOEFL/IELTS score for admission to their programs.

University of Kentucky Senate

Recommendation to the Board of Trustees on the

Posthumous Recognition of UK Students:

In Memoriam Posthumous Degree

A. *Purpose of In Memoriam Posthumous Degree*

Pursuant to Senate Rule 5.4.5.A, the University of Kentucky Senate seeks to provide to the families of deceased students who had not completed requirements for a degree with a meaningful acknowledgment of the achievements and legacy of the student and, at the same time, uphold academic and institutional integrity. To meet these goals, the University Senate recommends that the UK Board of Trustees establish a new category and title of Honorary Degree, *In Memoriam Posthumous Degree,* to be conferred upon final action by the Board of Trustees.

B. *Conditions for Conferral of In Memoriam Posthumous Degrees*

1. Eligibility. An *In Memoriam Posthumous Degree* allows for recognition of a student's connection to the University of Kentucky regardless of their progress toward completion of degree requirements.. Undergraduate, graduate, and professional students who were registered in a degree program at the time of their death, but did not complete degree requirements, are eligible for an *In Memoriam Posthumous Degree*.

2. Procedures. A proposal for conferral of an *In Memoriam Posthumous Degree* shall be initiated and processed as follows:

   a. Upon being made aware of the deceased student by either the family or chair of the student's home department, the Dean's Office of the student's college shall consult with the student's degree program and the Dean of Students Office to review the student's academic record, to confirm that at the time of death:

      (1) the student was in a UK degree-seeking status, and
      (2) the student was in good academic standing

   b. The Dean's Office shall forward the request for an *In Memoriam Posthumous Degree* to the Office of the University Registrar and to the University Senate.

   c. The elected Faculty Senators shall forward the request by the degree list process to the University President for transmittal to the Board of Trustees for final action. However, if the student's death was in connection with the student committing a heinous act, then the elected Faculty Senators may vote to disapprove forwarding the recommendation. In such rare cases, the elected Faculty Senators will provide, through the Senate Council, a written justification of the disapproval to the President (Chair of the Senate).

   d. Upon final approval by the Board of Trustees, the Office of University Registrar shall prepare an *In Memoriam Posthumous Degree* diploma for the student's family. The diploma document for this honorary degree title will be structured the same as for other honorary degrees (SR 5.4.5.B).

1

Senate Rule 5.4.5.A

"...Upon the recommendation of the elected faculty Senators in the University Senate, the Board of Trustees may award, and prescribe conditions for, new categories of academic honors that are conferred only upon final Board action (pursuant to KRS 164.240 and GR IV.A)."

Senate Rule 5.4.5.B

"B. Diplomas Issued to Recipients of Honorary Degrees [US: 2/13/06]

Diplomas attesting to the award of an Honorary Degree shall include the name of the University, the date of the award of the degree and its title, that the authority under which the Honorary Degree is being conferred is that of the "Board of Trustees" and the "University Faculty", and signatures representing that authority (i.e., the University Faculty being represented by the signature of the President who is Chair of the University Senate, and the Board of Trustees being represented by the signature of the Chair of the Board)."

2