Program Change Request

New Program Proposal

Date Submitted: 04/14/17 2:37 pm

Viewing: **ENGL-CRTU : Certificate in Writing**

Last edit: 12/05/17 12:59 pm

Changes proposed by: d866c967

Academic Career	Undergraduate, Lawrence
Program Type	Certificate
Department/ Program	English
School/College	College of Lib Arts & Sciences

Consulting School(s)/College(s)

School(s)/College(s)
School of Business
School of Journalism

Consulting Department(s)

Department(s)
Communication Studies

CIP Code	23.1301
Program Name	Certificate in Writing

Do you intend to offer a track(s)?

Location(s) of Instruction	Lawrence

Do you intend for this program to be offered online?

No

Effective Catalog	2018-2019

In Workflow

A. **CLAS Dean or Associate Dean**
B. **Provost's Office**
C. **CLAS Undergraduate Program and Course Coordinator**
D. **CUSA Subcommittee**
E. **CUSA Committee**
F. **CAC**
G. CLAS Final Approval
H. OIRP CIP Approval
I. Provost's Office
J. Future Academic Catalog

Approval Path

A. 10/30/17 12:20 pm
Karen Ledom (kjh): Approved for CLAS Dean or Associate Dean

B. 11/20/17 11:36 am
Aileen Ball (aball): Approved for Provost's Office

C. 12/05/17 1:07 pm
Bridget Bradley (bbradley): Approved for CLAS Undergraduate Program and Course Coordinator

D. 12/05/17 1:07 pm
Bridget Bradley (bbradley): Approved for CUSA Subcommittee

Program Description

     This certificate program will give students the opportunity to develop a variety of writing skills and a credential testifying to their abilities in written communication. It will serve students who are interested in exploring writing and developing their writing skills in a wide range of genres and for varied purposes and contexts—from creative writing, to writing for the professions, to writing in the disciplines. More specifically, the certificate aims

I. to strengthen students' skills in the craft of writing, providing a range of strategies to facilitate their writing processes (planning, drafting, getting feedback, revising, and presenting work for an audience);
II. to develop students' ability to communicate with particular audiences for specific purposes and to shape writing for different contexts;
III. to enhance students' skills in exploring writing strategies and writing processes, and in discussing writing in informed ways.

Demand/Need for the Program

     There is to our knowledge no similar certificate program in the area. At peer institutions, such as the University of Iowa, similar certificate programs exist: http://catalog.registrar.uiowa.edu/registrar/catalog/liberalartsandsciences/writing/. While the Certificate in Writing at Iowa requires significantly more hours (21 credit hours), the certificate includes core courses in writing and language followed by focused electives in writing across the disciplines (art, business, journalism, political science, science), a model that provides foundational writing skills/knowledge followed by application of these skills within particular contexts. Another certificate at the University of Oregon includes core courses in writing and rhetoric, along with courses from other disciplines (communication studies and philosophy): http://english.uoregon.edu/%20undergraduate/minors/minor-certificate-in-writing-public-speaking-and-critical-reasoning/wscr-certificate. Our proposed certificate seeks to follow this structure of core courses in writing that broaden and deepen writing knowledge and skills, followed by options to explore and practice writing across diverse contexts, media, and genres.

Comparative/Locational Advantage

     As noted above, to our knowledge, there is no similar program in the area.

Admission Requirements

None

Degree Requirements

Complete the following (12 credit hours)

Core Writing Course (Choose one 3 hour course): (3)		**3**
ENGL 203	Topics in Reading and Writing: _____	
ENGL 205	Freshman-Sophomore Honors Proseminar: _____	
ENGL 209	Introduction to Fiction	
ENGL 210	Introduction to Poetry	
ENGL 211	Introduction to the Drama	
ENGL 220	Introduction to Creative Writing	
ENGL 360	Topics in Writing: _____	
ENGL 361	Professional Writing: _____	
ENGL 362	Foundations of Technical Writing	
ENGL 380	Introduction to Rhetoric and Composition	
ENGL 381	Topics in Rhetoric and Composition: _____	
Rhetoric, Language, and Writing (Choose one 3 hour course): (3)		**3**
ENGL 359	English Grammar	
ENGL 360	Topics in Writing: _____	
ENGL 380	Introduction to Rhetoric and Composition	
ENGL 381	Topics in Rhetoric and Composition: _____	
ENGL 385	The Development of Modern English	
ENGL 387	Introduction to the English Language	
ENGL 388	Topics in English Language Studies	
ENGL 400	Teaching and Tutoring Writing	
ENGL 580	Rhetoric and Writing: _____	
ENGL 587	American English	
Choose two courses (a total of 6 hours) from at least two of the following areas: (6)		**6**
Rhetoric, Language, and Writing		
ENGL 359	English Grammar	
ENGL 360	Topics in Writing: _____	
ENGL 380	Introduction to Rhetoric and Composition	

ENGL 381	**Topics in Rhetoric and Composition: _____**
ENGL 385	**The Development of Modern English**
ENGL 387	**Introduction to the English Language**
ENGL 388	**Topics in English Language Studies**
ENGL 400	**Teaching and Tutoring Writing**
ENGL 580	**Rhetoric and Writing: _____**
ENGL 587	**American English**

Creative Writing

ENGL 351	**Fiction Writing I**
ENGL 352	**Poetry Writing I**
ENGL 354	**Playwriting I**
ENGL 355	**Nonfiction Writing I**

Writing in the Professions

ENGL 203	**Topics in Reading and Writing: _____ (("Writing for Engineering"))**
ENGL 361	**Professional Writing: _____**
ENGL 362	**Foundations of Technical Writing**
ENGL 562	**Advanced Technical Writing I**
ENGL 563	**Advanced Technical Writing and Editing**
ENGL 564	**Advanced Technical Editing I**
BUS 305	**Business Writing**
COMS 330	**Effective Business Communication**

Digital and Multimedia Writing

COMS 320	**Communication on the Internet**
ENGL 580	**Rhetoric and Writing: _____ (("Digital Rhetoric" or "Multimedia Rhetoric"))**

NOTE** Courses cannot be used to fulfill more than one category, unless special topic differs. Only one course outside the College (BUS, JOUR) may be used to fulfill certificate requirements.

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Amy Devitt, Professor	Ph.D.	1.0
Frank Farmer, Professor	Ph.D.	1.0
Peter Grund, Associate Professor	Ph.D.	1.0
Mary Jo Reiff, Professor	Ph.D.	1.0

Student Profile

Anticipated student enrollment			
	Full Time	**Part Time**	**Total**
Year 1	5	0	5
Year 2	10	0	10
Year 3	15	0	15

Anticipated number of program graduates	
After 5 Years	20
After 7 Years	30

Academic Support

None

Facilities and Equipment

None

Program Review, Assessment, Accreditation

The certificate will be reviewed as part of normal departmental review.

Costs, Financing

	Salaries	**OOE**	**Equipment**	**Other**	**TOTAL**
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0

	Salaries	OOE	Equipment	Other	TOTAL
Year 3	0	0	0	0	0

What is the source of the new funds?

No new funds needed.

Rationale for proposal   The ability to write well and communicate effectively is one of the most essential and sought-after strengths of a college graduate and a valuable skill for living in a globalized world. This certificate will enable students in all majors to pursue a concentration in writing related to their disciplinary interests, their career goals and professional interests, or their personal interests.

Additional Information   The certificate will complement the academic programs of degree-seeking, non-degree seeking, and professional school students, across CLAS departments and external to CLAS, by enhancing their ability to communicate effectively in multiple contexts—local and global—and in their roles as professionals, researchers, and citizens. The certificate will give students a clear way of demonstrating to future employers their general competence and strength in the various skills involved in writing.

Supporting Documents

Program Reviewer Comments   **Karen Ledom (kjh) (10/29/17 2:26 pm):** Current ENGL-CRTU approved certificates: Creative and Analytical Writing (EC); Critical Thinking and Writing (EC)

Stuart Day (day) (11/20/17 10:28 am): Is the Rhetoric section in curriculum intentionally duplicated?

Stuart Day (day) (11/20/17 10:28 am): Note from Journalism: JOUR 300 is a large lecture class and its focus in on visual not written or oral communication. We would be happy to work with the department to develop a more appropriate course in writing in the J-School.

Bridget Bradley (bbradley) (12/05/17 1:05 pm): During subcommittee review we addressed comments from Provost office by removing JOUR 300 from curriculum. We also confirmed that the Rhetoric section is duplicated since students will have the option of selecting from that category as part of the choose two categories portion.

Bridget Bradley (bbradley) (12/05/17 1:05 pm): Certificate approved at subcommittee

Key: 571

1. Nov 4, 2017 by Samantha Montague (smontag)

New Course Proposal

Viewing: **LA&S 108 : Personal Numeracy**

Last approved: Sat, 04 Nov 2017 09:32:36 GMT

Last edit: Tue, 26 Sep 2017 19:59:15 GMT

Academic Career
Undergraduate, Lawrence

Subject Code
LA&S

Course Number
108

Academic Unit
Department
Liberal Arts & Sciences

School/College
College of Lib Arts & Sciences

Locations
Lawrence

Describe Other Location

Do you intend to offer any portion of this course online?

Yes

Please Explain

This is currently an online only course offered in the 8-week format.

Title
Personal Numeracy

Transcript Title
Personal Numeracy

Effective Term
Fall 2017

Catalog Description
This course will provide the tools to help you understand and make decisions using data. You will learn the basics of human decision making and why relying on numerical data is an important component of good decisions. The class will also help you understand the basics of probability and statistics. This will include fundamental statistical concepts used in everyday decision-making as well as training to perform statistical tests. The class will conclude with applications of numeracy to make sound personal financial decisions regarding spending and borrowing and saving and investing. Throughout the course, you will learn to use Excel to perform calculations, analyze data and spending habits and develop a personal budget.

Prerequisites
None

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FI (G11)

MD Course Category

Course Offered as

Year of Student

Maximum number of students (per rotation)

Typically Offered

Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
Typically Every Semester

Please explain

Repeatable for credit?
No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
NM - Mathematical Sciences

Course Designator

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes

Justification for counting this course towards the CLAS BA

We are submitting this course to count for Goal 1.2 so it can be used as one of two required Goal 1.2 courses.

How does this course meet the CLAS BA requirements?

Quantitative Reasoning (QR)

Is this course for licensure?

Describe how:

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Which Program(s)?

Rationale for Course Proposal
Provides numeracy pathway, emphasizing life skills to motivate students who are not receptive to traditional numeracy course. Focus on: numeracy for making decisions, understanding numerical & statistical claims, & making personal financial calculations and choices. It also teaches use of common tools for calculations. Request provisional approval pending CAC approval to make crs avail. ASAP.

Supporting Documents
Syllabus_LAS 108.docx
LAS 108 Course Learning Objectives by week.docx

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval
Paul Atchley

Date of Departmental Approval
8/14/17

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

Problem: This course is focused on helping students understand why using numerical reasoning is an important part of good decision making. The course shows students how failing to use numerical analyses can lead to bad decisions and then shows them two areas where being numerical can improve their lives.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 2
State how your course uses discussion and course assignments to teach students to solve problems using mathematical functions and numerical techniques. (Please limit responses to 1000 characters.)

LA&S 108 is an 8-week course with a new learning objective for each week. Each week students submit an assignment and also review a peer's assignment and provide feedback. Each assignment includes a practical application of the reasoning or statistical methods and techniques learned in that lesson. Seventy-five percent of the assignments include using numerical methods to make decisions, interpret, and describe existing data using statistical, numerical, and reasoning skills. For these assignments, students perform calculations using a common spreadsheet tool (Excel).

State what aspects of your course or educational experience require students to apply mathematical or statistical principles to organize or process numerical information. (Please limit responses to 1000 characters.) *

Lesson 3 covers frequency, central tendency, and variability and requires students to use that information to summarize data, create tables and graphs within Excel, and interpret descriptive statistics. Lesson 4 focuses on correlation and regression so students can evaluate relationships between variables. Students compute correlations, use regression analysis to make predictions and interpret R-squared, and compute parameters of regression and graph the regression line. In Lesson 5 students learn how to use statistics to make decisions. Students learn to calculate z-scores and test sample data using a z-test. Lesson 7 covers saving and investing and students learn the Rule of 72 to evaluate investments. Lesson 8 requires students to use their skills to develop a financial goal and create a budget to reach that goal, quantify assets and liabilities, and calculate net worth.

State how your course or educational experience will use assignments, readings, class discussion, and lecture to require students to use specific quantitative methods to solve problems and to choose appropriate methods for given problems. (Please limit responses to 1000 characters.) *

The course uses a scaffolded approach to learning in which each lesson contains 1) an individual numeracy exercise for that week's goal, such as a calculating correlations between variables and 2) a separate calculation that will be used in the capstone budget exercise, such as computing the correlation between

spending over time and savings over time. Each weekly lesson includes a reading component as well as a video and/or powerpoint that focuses on understanding and then applying statistical and mathematical reasoning. Assignments are peer reviewed and reflected upon to encourage students to learn from one another and give feedback. The instructor also reviews the assignments for grading purposes.

Indicate the weight of the evidence that will be used to evaluate student performance in the tasks above and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.) *

7 exams = 35% of grade,Money habits capstone project = 15% of grade,7 assignments = 15% of grade,7 peer-review & reflections = 15% of grade,Money habits assignments = 20% of grade

KU Core Documents
Syllabus_LAS 108.docx
LAS 108 Course Learning Objectives by week.docx

KU Core Effective Semester

Fall 2017

Course Reviewer Comments
Rachel Schwien (rschwien) (Tue, 26 Sep 2017 19:39:35 GMT): Approved through CUSA to be a new course and fulfill the BA Quantitative Reasoning requirement for Spring 2018 ONLY. CUSA has also recommended this course to fulfill the KU Core Goal 1.2. After the one semester approval, the course will be considered again by CUSA to recommend further action.
Ronda Morgison (rondaball) (Fri, 29 Sep 2017 14:28:49 GMT): #350829 Effective 8/1/2017
Holly Scheirman (h465s133) (Wed, 04 Oct 2017 17:17:32 GMT): Move to UCCC for vote
Holly Scheirman (h465s133) (Fri, 03 Nov 2017 19:29:55 GMT): Course was sent back to department for feedback. Department provided necessary information. Course was approved 10/31.
Judy New (jnew) (Fri, 03 Nov 2017 21:05:29 GMT): Added Core goal to Enroll & Pay Catalog effective Fall 2017. No Schedule of Classes correction needed. JN

Key: 12260