



FACULTY TEACHING QUALIFICATIONS

DISCIPLINE DESCRIPTION

WRITING AND RHETORIC

ACTIVE TEACHING DISCIPLINES

For administrative use only; please do *not* edit federal NCES information below.

CIP Code	Title	Definition
23.1304	Rhetoric and Composition	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.

Note: More information on the National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) taxonomy is available at <https://nces.ed.gov/ipeds.cipcode/>.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) represented in the unit.¹

Section 1. General description of the unit, including academic programs and course offerings²

The Department of Writing and Rhetoric, which oversees the university's first-year composition program, offers educational programs in the focused study of writing and rhetoric, including professional, digital, and civic writing; the teaching of writing; and the history and theory of rhetoric, composition, and literacy. Courses in the department's undergraduate and graduate programs emphasize, in particular, writing as civic engagement and writing with technologies. The department's primary mission is to promote sustained writing opportunities across the university, the foundation for which it provides in first-year composition but which it also achieves through the efforts of the University Writing Center and the Writing Across the Curriculum Program.

Courses in writing and rhetoric demand expertise in teaching a mixture of writing and reading skills at all levels. The field is informed by a 2,500-year scholarly tradition of the history, theory, and practice of rhetoric as well as a more recent body of research in rhetoric and composition that addresses how writing can be taught and learned effectively. The department engages faculty members with writing-related expertise in a variety of disciplines, relevant professions, and community and civic contexts.

Section 2. Qualifying degree(s) for each discipline taught in the unit³

A terminal degree in the teaching discipline qualifies a faculty member to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels.⁴

The research doctorate (e.g., doctor of philosophy) with a major in English or a related field (e.g., linguistics, literacy, and language study; rhetoric and composition; scientific and technical communication; texts and technology) and the master of fine arts degree in creative writing represent terminal degrees in the field.

Section 3. Broadly related discipline(s) for each discipline taught in the unit

Specialization qualifies a faculty member to teach throughout the broad scope of the teaching discipline (typically five or more courses on distinct topics).

N/A

Section 4. Selectively related discipline(s) for each discipline taught in the unit

Specialization qualifies a faculty member to teach a restricted set of courses in the teaching discipline (typically four or fewer courses on distinct topics).

N/A

Section 5. Justification for use of faculty members with “other” teaching qualifications and additional information⁵

As noted above, the Department of Writing and Rhetoric oversees the university’s first-year composition program, which includes a series of two courses—ENC 1101 and ENC 1102—that serve as entry points to collegiate-level writing and research. These courses take a writing-about-writing approach, which means that students read scholarship about writing (how we write, why we write, what it means to be literate, how writing shapes our world) from the field of rhetoric and composition. The second-semester course, especially, asks students to engage in original research on a topic related to writing. Students may take a variety of approaches through the lenses of, for example, technology, critical race studies, or popular culture. Faculty members from a relatively wide range of academic backgrounds, with substantive experience in scholarly writing, may therefore be qualified to teach these entry-level courses. The department also offers robust support and training programs for adjunct faculty members, including support in preparing syllabi, assignments, readings, and so on, in order to prepare them effectively to teach these courses. Students benefit, therefore, from well-prepared instructors who may come from a variety of backgrounds, illustrating that writing is something that many individuals engage in throughout their daily lives. Furthermore, faculty members teaching these courses are required to use similar assignments and textbooks drawn from a set list provided by the department.

1. The unit chair or director, in consultation with unit faculty members, is responsible for identifying and articulating commonly accepted good practices in each of the unit’s teaching disciplines and for providing appropriate justification as needed. In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be made, as necessary, to substantiate the claims presented.

2. Please provide a general description of the unit’s course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, unit contributions to interdisciplinary core courses). This section may also be used to provide other pertinent information about the unit and the discipline(s) it represents (e.g., discipline accreditation, faculty research emphases).

3. For each discipline taught in the unit, please list those degrees that are regarded by the respective disciplinary community as terminal degrees in the discipline and thus qualify a faculty member to teach throughout the broad scope of that discipline at the undergraduate and graduate levels. In most fields, a terminal degree is the commonly accepted highest degree in the given field of study. In such instances, the terminal degree is usually considered to be the academic (or research) doctorate (e.g., doctor of philosophy). However, some academic fields have, through custom, recognized terminal degrees that are not doctorates (e.g., master of fine arts, master of social work). Note that terminal degrees in other disciplines may also be appropriate for teaching in the discipline, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

4. A nonterminal master's degree in the teaching discipline qualifies a faculty member to teach throughout the broad scope of the teaching discipline at the undergraduate level but not at the graduate level.

5. Please use this section to provide justification that helps to make the case for special circumstances that apply to the unit, including the use of faculty members qualified to teach by "other" means. Typically, the statements provided in this section should be of a general nature and should not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) Please cite appropriate authorities as needed to justify the unit's practices (e.g., discipline accreditation guidelines, governmental regulations).

When a faculty member cannot be qualified to teach on the basis of academic credentials (i.e., degrees, coursework) alone, qualifications other than academic credentials (or combined with academic credentials) that are appropriate for teaching particular courses may be taken into consideration. Such consideration of other teaching qualifications in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. These cases should be exceptional, and the evidence provided of other demonstrated competencies and achievements must be compelling. They should also show significant evidence of professional progress as related to the faculty member's teaching assignment.