From:	Raphael Finkel [raphael@cs.uky.edu]
Sent:	Friday, February 17, 2012 3:22 PM
To:	Brothers, Sheila C
Cc:	Davis, Alison F; Feddock, Christopher A; Fryar, Alan E; Lowry, Regina; Fuqua, Zachary D; Raphael Finkel; Scott Yost; Provost, University of Kentucky; Witt, Don
Subject:	Item 4: Graduation Writing Requirement

Sheila,

The SAASC has voted to approve the proposed communication requirement for the major. Some notes:

The proposal recommends dropping the existing Graduation Writing Requirement (GWR) and in its place requiring that each major institute a communication requirement for the major (written, oral, and/or visual) (CRM). The CRM must be articulated in a program learning outcome and must be assessed like all program learning outcomes. The CRM should address at least two of oral, written, and visual.

The logistics: the General Education Outcomes Committee (GEOC) and Undergraduate Council (UC) certifies and oversees CRMs. The new requirement takes place immediately on University Senate (US) approval.
ENG 203/4/... will no longer be offered. Until CRMs are in place, each college will except students on a case-by-case basis until Fall 2012.
CRMs must emphasize instruction and evaluation with a draft/feedback/revision process, and the associated courses must be graded heavily on communication-intensive assignments.
Students must complete such assignments with at least a C. The proposed CRM is in addition to the UKCore requirement (6 credits: Composition and Communication I and II)

In consultation with Deanna Sellnow, we discover this additional information:

1. Individual programs may opt for either CRM (Communication Requirement in the Major) or the existing GWR (Graduation Writing Requirement) but, since GWR is suspended, the mechanism would be to propose that the CRM for that program would be whatever the old GWR required.

2. It not necessary for a program X to consult department Y before X establishes a CRM that requires Y's courses for X's students. However, Y might impose prerequisites on such courses, and it would be a good idea for X and Y to work together to make sure the arrangement is mutually satisfactory.

3. If a CRM depends on courses that undergo minor change (such as a name change or a course-number change), it is not necessary for the CRM to be re-vetted by the General Education Outcomes Committee (GEOC) and Undergraduate Council (UC).

Raphael

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March 26, 2011

MEMO

To: Dr. Hollie Swanson
        Chair, Senate Council

From: Dr. Mike Mullen
        Associate Provost

Re: Proposal for replacing the Graduation Writing Requirement

Please find attached a proposal that outlines converting the current Graduation Writing Requirement (GWR) to a Communication Requirement in the Major (CRM). The rationale for this proposal stems from the 2004 proposal that created the GWR. The charge for that committee was to determine:

- How best to move from our interim solution (which has English delivering both tiers of the University Writing Requirement) to a voluntary Writing-in-the-Disciplines program
- The best path for faculty governance.

The recommendation from this proposal is:

> Transform the current graduation-writing requirement (GWR) into a communication requirement (written, oral, and/or visual)* in the major (CRM) that is appropriate for the academic discipline and professions a given major represents. The CRM may be satisfied via either a specific communication-intensive course or communication-intensive assignments in a series of courses. The CRM will be articulated in a specific program learning outcome and will be assessed regularly as required by program accreditation standards and university standards for SACS reaffirmation of accreditation.
>
> *The committee recommends that each CRM address at least two of the three modalities (oral, written, visual) based on what is most appropriate for the major.

The implementation date for this would be fall 2012. This would give programs the 2011-2012 academic year to determine how best to meet this requirement. Current GWR courses would be considered CRM courses for this proposal. Given the withdrawal of English from providing GWR courses, we will also have to allow exceptions for students who cannot meet the GWR in the transition. This would apply primarily to students graduating during 2011-12 who could not gain access to a GWR course.

Here is some background beyond that found in the proposal.

The GWR has partly accomplished its goals. In the past six years, students have had to take one of several courses that satisfied the requirements of the GWR, resulting in significant writing experiences for our students. However, one part of this goal was to move the program from English providing most courses to a program largely hosted within the disciplines. That goal has not been

met. A look at recent data for the 2008-2009 academic year showed there were 4515 enrollments in GWR classes, and the English Department, through the Writing Program, Literature and Film courses provided 3326 of those enrollments (73.7%).

The 12 courses originally tasked with meeting GWR and providing the vast bulk of enrollments are:

- ENG 203 Business Writing
- ENG 230 Introduction to Literature
- ENG 231 Literature and Genre
- ENG 232 Literature and Place
- ENG 233 Literature and Identities
- ENG 234 Introduction to Women's Literature
- ENG 261 Survey of Western Literature from the Greeks Through the Renaissance
- ENG 262 Survey of Western Literature from 1660 to the Present
- ENG 264 Major Black Writers
- ENG 270 The Old Testament as Literature
- ENG 271 The New Testament as Literature
- ENG 281 Introduction to Film

Since that time, the following 11 courses have been added on a permanent basis. Note that these courses are all for majors only.

- Architecture: ARC 314 (Approved Spring 06- Present)
- Communication and Leadership Development: CLD 250 (Fall 05- Spring 2010)
- History: HIS 471, 490, or 499 (Spring 06- Present)
- Interior Design: ID 234 (Spring 2012 to Present)
- Physics: PHY 435 or 535 (Spring 07- Present)
- Russian: RUS 499 (Fall 06- Present)
- Sustainable Agriculture: SAG 201 (Fall 07- Present)
- Social Work: SW 470W (Spring 06- Present)

Additionally, there are a number of other courses that are approved on a semester-by-semester basis or were approved for a short time and no longer available. Note that these courses are all for majors only.

- Arts and Science: A&S 300 (Fall 08 Only)
- Agricultural Biotechnology: ABT 201 AND 301 (Approved Fall 06 to Present)
- Agricultural Economics: AEC 580 (Approved Spring 08 ONLY)
- Anthropology: ANT 582 (Approved Spring 07-Spring 08 Only)
- Biology: Bio 425/VS 395 (Approved Fall 06 Only)
- Chemical and Materials Engineering: MSE 403G (Fall 2010 to Present)
- Civil Engineering: CE 599 (Approved Spring 07- Fall 08)
- Civil Engineering: CE 507 (Fall 08 only section 001; Fall 09 only section 003)
- Clinical Leadership and Management: CLM 595 (Fall 07 to Present)
- Communications: COM 351 (Summer 08 to Present) Communication Disorders: CD 410/482/483 (Spring 06- Spring 2009)
- Electrical Engineering: EE 490 (Fall 2010- Present)
- English: Eng 204 (Spring 2010 only section 002 and 003 and Spring 2011 section 001 only)
- ENG 205: Intermediate Composition (spring 2009 only)

- Geography: GEO 300 (Spring 06-Fall 08 Only)
- Special Education and Rehabilitation: EDS 530 (Fall 06 to Present)
- Educational Policies Studies: EPE 301W (Spring 08 to Present)
- Forestry: FOR 460 (Starting Fall 09)
- Forestry: FOR 400 (Starting Fall 2012)
- Math: MA 330 (Spring 09 only section 002; Spring 2010 only section 002)
- Mining: MNG 371 (Starting Fall 08)
- Chemical and Materials Engineering: MSE 403G (Spring 2009 only section 001 ; Spring 2010 only section 002)
- Natural Resource Conservation and Management: NRC 301(Fall 05 to Present)
- Nursing: NUR 854 (Fall 2004 to Present)
- Nutrition and Food Science: NFS 591 (Spring 07-Spring 09 Only)
- Nutrition and Food Science: NFS 474/475 (Fall 2009 to Present)
- Political Science: PS 490 (Spring 08 to Present)

When asking college Academic Associate Deans why the infiltration of GWR into the majors has not progressed, the answers typically fall directly into the area of "The format of the requirements do not work for our discipline," and "we are already writing in our discipline, but in a way that prepares our students for their careers, and the current format doesn't do that." Members of Undergraduate Council, who are often heavily involved in the curriculum in their departments, made similar comments. One faculty member indicated that the writing in their natural science curriculum is far different from the type of writing done in a literature class, and that there was not enough flexibility in the current guidelines to facilitate science writing in the major (e.g., lab reports, scientific papers and presentations).

A complicating factor is that the English Department has decided that it cannot continue to handle the needs of the GWR and has petitioned to remove most of their courses from the GWR offerings. This would leave almost no choice or opportunity for the vast majority of students who do not have access to GWR courses in their curriculum.

The Communication Requirement in the Major is a viable alternative to the GWR and is also timely given a number of converging initiatives, as outlined below.

First, our new General Education program has replaced unitary writing and communications classes with the Composition and Communications I and II course series, which integrates writing, oral presentation, information literacy, and use of digital media. This will lay the groundwork for developing courses in the majors which build on this strategy. Additionally, we now have student learning outcomes in place which will allow for assessment of student proficiency as they move into the majors.

Second, all degree programs are now expected to be assessed by the program faculty. Each program should have developed a set of program learning outcomes, and in nearly all cases, one learning outcome of most programs is related to written and oral communications.

For example, this is from Mechanical Engineering:

Our students will have the ability to communicate effectively. Students will be able to demonstrate

- Technical writing skills
- Formal presentations skills
- Interpersonal skills
- Visual communication"

A second example is from the College of Social Work:

Students will demonstrate

- Professional demeanor in behavior, appearance and communication
- Effective oral and written communication in professional settings.
- Collaboration with colleagues and clients for effective policy action
- Separate fact from opinion in data presentation

Departments now must regularly assess artifacts from courses that relate to this learning outcome. They would use results of assessment to fine-tune their curriculum to ensure that students can indeed meet these outcomes when they graduate.

Third, faculties in the disciplines are best suited to determine the types of communication skills their students should have upon graduation, including, but not limited to, writing skills. The type of writing, oral, and digital communications required of a journalism or marketing major is likely to be very different from that required for a physics or animal science graduate.

Fourth, in a fortuitous twist, the University of Kentucky has selected for its Quality Enhancement Plan for SACS a proposal entitled "Multimodal Communication Across the Curriculum."

A committee was established on September 18th, 2010 (appointment letter attached) to evaluate where we are, and to make a recommendation for how to move writing, and communications in a larger sense, into the disciplines. That proposal is attached and has been approved by Undergraduate Council.

C: Dr. Deanna Sellnow
        Sheila Brothers
        Sharon Gill

September 18, 2010

MEMO

To: Deanna Sellnow, Chair
        Karen Badger
        Anna Bosch
        Janet Eldred
        David Hulse
        Scott Kelley
        Rick Sweigard
        Scott Yost

From: Mike Mullen
        Associate Provost

Re: Graduation Writing Requirement

Associate Provost for
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In the past few weeks, the Undergraduate Council and the Academic Associate Deans and Directors group have discussed the future of the current Graduation Writing Requirement. The English Department is moving to remove the W from their literature courses, effectively removing those courses as options for a student to satisfy the requirement. Other courses in some colleges are providing the requirement for their students, but this is not yet widespread. It is clear that our students must continue to engage in written, oral and visual communications throughout their degree programs, resulting in graduates who can communicate effectively in the marketplace. How will we continue to provide these opportunities?

There has been discussion that with appropriate reworking, the GWR can continue as a viable part of our requirements, assuming that this reworking makes it possible for faculty in diverse degree programs to effectively deploy it. Others feel that we must begin to look at how we transform our writing requirement into a programmatic expectation that is included in, and enforced by, degree program learning outcomes and assessment strategies. Finally, other champion the idea that GWR must ultimately transform into the dynamic weaving of discipline appropriate writing, oral communications, and digital and visual media use into the fabric of the educational experience of our undergraduates.

To that end, I am asking each of you to serve on an *ad hoc* committee to consider possibilities about the future of GWR and how we can ensure compliance short-term and viability long-term. Given that SACS Certification is coming up soon, it would be best to not simply decide to drop GWR, but rather to find ways to ensure that we are still requiring writing in the upper division in a manner that is verifiable.

The timing on this activity is short. Solutions or proposals should be brought forth by the end of this semester if at all possible, so that we can provide appropriate and accurate information for advising in the spring semester.

Let me know what my office can do to assist in your deliberations. And, thank you for your willingness to work on this issue.

GWR ad hoc Committee Report and Recommendation
January 2011

Members:

Deanna Sellnow, Communication (Chair)
Karen Badger, Social Work
Anna Bosch, Arts and Sciences
Janet Eldred, English and Director of Writing Initiative
David Hulse, SSS
Scott Kelley, Gatton College of Business and Economics
Richard Sweigard, College of Engineering
Scott Yost, Civil Engineering

The group discussed options ranging from (a) eliminating any kind of graduation writing or communication requirement altogether to (b) retaining the existing requirement (c) to proposing a variety of options in between. Ultimately, the group concluded that the best approach is in line with the trend among UK benchmark universities, as well as among universities across the country. That trend is to require a "communication intensive course" or set of "communication intensive assignments" required across a series of courses in the majors (communication across the curriculum—CXC).

Philosophy & Rationale: Effective composition and communication (C&C) skills are not congenital but, rather, are acquired and developed over time through the processes of instruction, practice, assessment, and revision. Moreover, expectations as to what is effective increase commensurate with education and training. Employer surveys conducted annually by the National Association of Colleges and Employers (NACE) report communication skills (listening, writing, speaking, interpersonal, and teamwork) consistently among their top 10 criteria for hiring college graduates. Thus, college graduates ought to leave the university having attained the C&C skills necessary to succeed in the professions their academic majors represent. Although the fundamental principles of effective C&C are being taught as part of new composition and communication general education course sequence, many additional skills are discipline or profession specific. In some fields, for instance, being able to communicate orally using visuals such as models or posters, or in public or online forums using electronic slideshows, or in interpersonal or small group settings is as crucial to success as being able to write essays, articles, or reports and, perhaps, even more important than being able to write academic research papers. A discipline-specific communication requirement will help convey to students that such skills are not just a box to be checked in order to graduate, but are important skills for success in their major and chosen profession. Thus, the committee proposes the following recommendation.

Recommendation: Transform the current graduation-writing requirement (GWR) into a communication requirement (written, oral, and/or visual)* in the major (CRM) that is appropriate for the academic discipline and professions a given major represents. The CRM may be satisfied via either a specific communication-intensive course or communication-intensive assignments in a series of courses. The CRM will be articulated in <u>a specific</u>

program learning outcome and will be underlined assessed regularly as required by program accreditation standards and university standards for SACS reaffirmation of accreditation.

*The committee recommends that each CRM address at least two of the three modalities (oral, written, visual) based on what is most appropriate for the major.

Implementation Timeline and Parameters:

The composition and communication subcommittee of the General Education Outcomes Committee (GEOC) and the Undergraduate Council will conduct CRM certification and oversight jointly. Courses that currently satisfy the GWR will be grandfathered in as certified for the new CRM.

The CRM will replace the GWR immediately upon approval by the University Senate. Rationale: The writing-intensive courses offered by the English department (ENG 203, 204, 205, etc.) that currently serve many majors across campus will no longer be offered as GWR courses.

Until CRMs are in place across campus, an appropriate administrator or governing unit determined by and in the student's college will grant current students who have not yet completed the GWR exceptions on a case-by-case basis. Such exceptions will be granted until Fall 2012, providing ample time for degree-granting units to identify their CRM program learning outcome(s), course(s) and assignment(s) to fulfill it, as well as their assessment plan. The assessment plan will include (a) clear goals for successful achievement of the CRM, (b) specific criteria and rubrics for systematically assessing student work, and (c) a cogent description as to how assessment results will be utilized to revise CRM instruction and/or curriculum if the goals are not met. The committee views the proposed change from the GWR to the CRM to be a change in form of an existing requirement that will be implemented in a more flexible way based on what is most appropriate for a particular major.

To fulfill the CRM, majors can require a communication-intensive course identified within their respective departments, a series of courses, or a new course more broadly conceived (e.g., a career development course). Students must have completed Composition and Communication I and II or their equivalents prior to completing the CRM. An appropriate person or committee in a given unit will assess the CRM regularly (at least biennially). Assessment results will be reported to the GEOC and Undergraduate Council, as well as to the Office of Assessment.

Communication-intensive courses must emphasize adequate instruction and evaluated assignments that clearly undergo a draft/feedback/revision process. If communication-intensive assignments are produced via a series of courses, each assignment must emphasize instruction and be evaluated based on a clearly articulated draft/feedback/revision process. Specific composition and communication skills to be mastered include organization, audience adaptation, development of an argument using appropriate evidence, and conveyed in a way that is appropriate, accurate, clear, and vivid.

A significant portion of the grade on communication-intensive assignments (significant is defined as no less than 50% of the grade on each CRM assignment) must be based on composition and communication skill achievement. Communication-intensive courses can be part of a college core requirement or a major requirement.

To be certified as a communication-intensive course, at least 80% of the final grade of a 1-credit course, 50% of a 2-credit course, 33% of a 3-credit course, and 25% of a 4-credit course must be based on communication-intensive assignments. If the assignments are produced in a series of courses, departments must provide a detailed description as to how the weight of the assignments over the series of courses is equivalent to these parameters.

To satisfy the CRM, students must earn a grade of "C" or better on the designated communication-intensive assignments produced in one course or over a series of courses. Any communication-intensive assignment that earns a D or below must be revised and resubmitted to meet competency (i.e., "C" or better) in order to satisfy the CRM. Instructors may limit the number of revision attempts and set time restrictions on revisions.

CRM Certification Guidelines

CRM certification will be granted by identifying:

(1)   a program learning outcome or outcomes focused directly on composition and communication skill mastery in written, oral, and/or visual modalities;

(2)   a course (or series of courses) that identify major assignment(s) focused on meeting that outcome and

(3)   that the assignment(s) account for a significant portion of the grade as described in the preceding paragraphs;

(4)   an explicitly stated instruction/draft/feedback/revision/evaluation process;

(5)   a discipline-specific information literacy component;

(6)   a clear communication instruction plan and rubric for evaluating communication-intensive student work; and

(7)   a cogent plan for assessing the CRM and revising instruction and/or curriculum when assessment goals are not met.

Communication Requirement in the Major (CRM)

Program Certification Application

Major:_____

Contact:_____
            (Name)   (Phone)   (Email Address)

Program Learning Outcome:_____
_____
_____

Communication-intensive course or series of courses used to satisfy the CRM: *
_____
_____
_____

*Include a syllabus for each course identified.

Assignment(s) (include a description and grading rubric, as well as an explanation of
the weight of the assignment in the overall course grade):_____
_____
_____
_____
_____

Describe briefly the instruction plan for teaching the communication skill(s):
_____
_____
_____
_____
_____

Describe briefly the draft/feedback/revision plan:_____
_____
_____
_____
_____

Describe briefly the CRM assessment plan:

Signature Routing Log: