

GWR/GCCR Executive Summary

Recommendation: Transform the current graduation-writing requirement (GWR) into a graduation composition and communication requirement (GCCR) that is appropriate for the academic discipline and profession(s) a given major represents.

Recommended structure:

- The GCCR will be anchored by writing in the discipline and at least one other modality of communication—oral or visual. The choice of the second form of communication is based on what is most appropriate for the major.
- The GCCR may be satisfied via either a specific C&C intensive course or a series of C&C-intensive assignments in a series of courses.

The specific requirements include:

- Written assignment(s) of at least 4,500 words (the equivalent of 15 pages of double-spaced, typewritten text); Students must present at least 10 minutes of presentation OR create at least one significant visual/electronic artifact (e.g., a web site or video presentation). *As noted above, these requirements do not have to be completed in a single course and can be completed over multiple assignments.*
- Evidence of draft/feedback/revision process on the assignments is required in the course in which this work is assigned.

Each undergraduate degree programs will be asked to identify to the Senate (via the GCCR Advisory Committee)

- GCCR program learning outcome(s);
- The assignments and course (or courses) that fulfill the identified outcomes. Note: one undergraduate program could supply a course for another if faculty from both areas agree.
- A specific program learning outcome and assessment plan focused directly on the GCCR. The assessment plan will include (a) clear goals for successful achievement of the GCCR, (b) specific criteria and rubrics for systematically assessing student work, and (c) a cogent description of how assessment results will be utilized to revise GCCR instruction and/or curriculum if the goals are not met.

Senate GCCR Advisory Committee (8 members, representative of broad academic areas):

- Vet and approve courses proposed by programs to fulfill these requirements.
- Establish and implement a campus assessment plan for the GCCR.

Timeline for implementation:

- If approved in Spring of 2013, the GCCR would be implemented in Fall 2014;
- The current GWR will continue to be required until the GCCR is implemented. During the interim, a program may design and submit new courses for satisfaction of proposed GCCR; these courses may be used to fulfill the GWR. These will be evaluated by the Division of Writing, Rhetoric, and Digital Media and Undergraduate Council until the GCCR Advisory Committee is established.

To: Ben Withers, Interim Associate Provost for Undergraduate Education

From: GWR/GCCR Revision Task Force
(D. Sellnow, S. Kelley, J. Minier, K. Badger, S. Yost, A. Bosch, R. Sweigard, R. Remer, J. Eldred)

Re: Revision Recommendation Progress Report

Date: November 26, 2012

The GWR/GCCR Revision Task Force reviewed the documents provided to us last week, met this morning to discuss them, and now provide this progress report and recommendation. If you decide that doing so is appropriate, we ask that you share our thoughts with the Senate Council for feedback.

1. Rename the GWR (Graduation Writing Requirement): GCCR (Graduation Composition and Communication Requirement).
2. Allow each program to determine what specific composition and communication competencies will be required for their GCCR. Writing must be included as the anchor. (Other competencies to include various aspects of oral and/or visual communication produced and delivered in face-to-face and/or digital environments.)
3. Each program's GCCR will be articulated in a distinct degree program student learning outcome (the "GCCR SLO"). If program changes are required to address this learning outcome within the degree curriculum, these will be approved through the traditional "program change" channels at the college level, the Undergraduate Council, and the University Senate. Similarly, if new courses are designed to satisfy this requirement, these new courses will be vetted and approved as any new course proposal will, through the usual channels as indicated by Senate Rules and Regulations.
4. The GCCR learning outcome will be assessed at least every three years, reviewed by the GCCR Advisory Committee, and reported to the Office of University Assessment.
*see Senate GWR to GCCR Governance recommendation below
5. The Office of University Assessment will modify the existing Improvement Action Plan rubric to include a component for the GCCR.

*GWR Governance Revision (as approved in the March 7, 2005 University Senate minutes) Recommendation:

III. Governance

We recommend the creation of a Graduation Composition and Communication Writing Requirement (GCCWR) advisory committee, composed of six to eight members with appropriate expertise in communication and assessment representing a variety of colleges and chaired by the Undergraduate Council liaison, including representatives from a variety of colleges, and chaired by the director of the Writing Initiative. One member will be from the Office of University Assessment. This committee will be appointed by the associate provost for Undergraduate Education, with advice from the Senate Council. The GCCWR committee's charge will be

- to recommend to the Undergraduate Council approval or rejection of a GCCR plan (student learning outcome (SLO), instruction, assessment) courses and series of courses proposed by departments to satisfy the Graduation Composition and Communication Writing Requirement (the Undergraduate Council will make the final determination),
- to review and report on assessment data to support ongoing SLO improvement,
- to allocate faculty development funds (if available).

The GCCR committee may recommend policy changes, but such recommendations would also need to go through the appropriate Undergraduate Council and University Senate channels for approval. only the Senate will have the power to create or change requirements. The GCCWR committee will have final authority only on the allocation of faculty development funds (if available).

Graduation Writing Requirement: A History

Mid-Late 1980s: Dean of Undergraduate Studies funded a Writing-Across-the-Curriculum initiative focusing particularly on English and the humanities departments and blending it into the new University Studies Program requirements.

2002 – USP writing requirement changed to ENG104 and proposed a new graduation requirement that students complete 3 “Writing Intensive courses” approved by USP Committee

Spring 2004 – Senate assigned an *ad hoc* committee on the GWR and implemented a two-tiered system of writing requirement for graduation (SR 5.2.4.3). The English Department implemented 200-level English courses as default 2nd tier for 2004-05 and worked with the Registrar to track courses and transfer exemptions to mirror “W” courses; English faculty *ad hoc* committee defined page minimums, writing process and passing grade requirements for any Writing-Intensive; English faculty conducted double-blind assessment from sampling and senior interviews to create these criteria; Provost funded a “UK Writing Initiative” with all funds earmarked for faculty development.

(http://www.uky.edu/Faculty/Senate/university_senate/minutes_transcripts/minutes/2003-2004/2004-03-08.htm)

Spring 2005 – Senate continued to debate issues of

- faculty governance (the questions revolved around whether the Senate or locally-elected USP committee with the Dean of Undergraduate Studies was to make operational decisions), and
- site of course offerings (should the Department of English deliver both tiers or continue with the voluntary Writing-in-the-Disciplines program across all the colleges)

The Senate agreed to governance in a Writing Initiative committee of the Undergraduate Council and local faculty decisions on writing competency given that the Writing Initiative’s guidelines were approved. Funds were disbursed from the Office of Undergraduate Education.

The report approved by the Senate 4/7/2005 recommended changes to SR 5.2.4.3 (Acceptable Standards in Written English in All Courses). There were no changes proposed to SR 5.4.3.1 (Writing Requirement) although Bulletin Language was changed. As result, this SR remains out of date.

(http://www.uky.edu/Faculty/Senate/university_senate/minutes_transcripts/minutes/2004-2005/2005-03-07.htm)

2009/11 – The Writing Initiative was dissolved and the Tier II courses revert to general oversight by the English Department. The Writing Program and the Writing Center are moved from the English Department to the new division of Writing, Rhetoric and Design. The Associate Provost for Undergraduate Education charged an *ad hoc* committee of the Undergraduate Council to address the issues involved in how the GWR will work within the framework of the new general education requirements (UK Core) given the new approaches to the Composition and Communication I & II content areas and related learning outcome. Though many discipline-specific courses were proposed and approved, the majority of GWR Tier II enrollment appears to be courses that were being offered by the English Department faculty

(the office of Undergraduate Education has requested a BI report to better understand issues of enrollment). No new courses for the Tier II GWR courses are being proposed by faculty across campus.

January 2011 – University Council's *ad hoc* committee Report and Recommendation submitted to Senate Council; the recommendations focused on requiring a Tier II writing course in the major.

Fall 2011 – GWR Report/Recommendation assigned to the Senate's Admissions and Academic Standards committee. Proposal to change the existing GWR, which depended heavily on ENG courses, into a Communication Requirement in the Major (CRM). This proposal would require student to obtain skills in written, oral and/or visual communication specific to their major. The CRM proposal was approved by the SAASC February 17, 2012. The Committee recommended that the Undergraduate Council and GEOC certify and oversee CRMs (with each college to "except students on a case-by-case basis until Fall 2012"). The committee recommended that "since GWR is suspended" that the colleges could choose either their own CRM or required "whatever the old GWR required" and to work across departments to make sure any prerequisite imposed on their students is "mutually satisfactory." (See http://www.uky.edu/Faculty/Senate/files/Meetings/1_2011-2012/20120227/GWR-CRM_Complete.pdf)

February 27, 2012 – The proposal to replace GWR with the proposed CRM is heavily debated, especially regarding codification of such a flexible proposal and whether or not the faculty in departments were aware of the possible effects of the proposal on their degree programs.

March 5, 2012 – Senate Council takes up the proposed CRM and raises the following:

- Some departments/programs are not participating in the GWR because the writing done in some disciplines, such as engineering, biology, etc. is not the kind of writing required by the GWR requirements. The GWR requirement was very specific as to the type and amount of writing that is required.
- Students are receiving waivers so that writing intensive courses that have not been approved for the GWR can be used as credit for the GWR. The intent is to allow seniors who are otherwise ready to graduate to not be delayed by the lack of GWR courses.
- The process for approving courses has not gone away, but has changed under the purview of the Undergraduate Council to be more flexible for instructors.
- The proposal recommends that at least two of the three communication modalities (oral, written and visual) be addressed in the CRM, but there is no requirement that writing must be included.
- The GWR-CRM proposal places a heavy emphasis on the need for assessment, but is very short on details of assessment.
- The Quality Enhancement Plan (QEP) of Multimodal Communication Across the Curriculum will be able to assist instructors create and grade assignments that meet specific communication needs for different disciplines.
- There was once a strong push to have all introductory literature classes be approved for GWR, which unfairly burdened that department.

Council requested that the GWR-CRM proposal be revised to address these issues and be resubmitted.

April 2012 – After further discussions with Mark Kornbluh (Dean, A&S) and Roxanne Mountford (Director, Writing, Rhetoric and Digital Media), the GWR *ad hoc* Committee submitted a

revised proposal for a Graduation Composition and Communication Requirement (GCCR) with the following major changes:

- Writing is required, along with EITHER oral OR visual communications.
- Programs will decide whether they will offer the required course(s) or partner with another unit to do so. They will also be able to rely on the UK Quality Enhancement Plan for SACS (Presentation U) resources and infrastructure to support faculty and students.
- The requirements for GCCR course assignments and the evaluation of the program were simplified to accommodate the diversity of the needs of the academic disciplines.
- Renamed the requirement the “Graduation Composition & Communication Requirement (GCCR) to parallel the UK Core courses (another option would be the GWCR, Graduation Writing and Communication Requirement).

(see http://www.uky.edu/Faculty/Senate/senate_council/minutes/2011-2012/SC%20Minutes%20March%205%202012_TOSC_Complete.pdf)

October 2012 – The April revision is revisited by Mountford at the invitation of the interim Associate Provost for Undergraduate Education.

November 2012: the 2011 ad hoc committee is reformed by the interim Associate Provost to review the newly revised draft.

November 26, 2012: The issue of the GWR was brought to the attention of the Senate Council. The SC determined that the previous GWR remains in effect, voting that “courses listed in APEX as satisfying the Graduation Writing Requirement (GWR) will continue to satisfy the GWR for all undergraduate students who matriculated since 2004, until the Senate acts otherwise.”

Revised Proposal for a Graduation Composition and Communication Requirement (GCCR)*

**Graduation Writing Requirement ad hoc Committee Report and Recommendation.
Originally submitted January 2011*

Members: Deanna Sellnow (Chair), Karen Badger, Anna Bosch, Janet Eldred, David Hulse, Scott Kelley, Richard Sweigard, and Scott Yost

Revised Proposal – April 2012 to reflect discussions with Senate Council, Mark Kornbluh (Dean, A&S), and Roxanne Mountford (Director, Writing, Rhetoric, and Digital Media). Final revisions completed in December 2012 by Roxanne Montford.

Background for Modifying the Current GWR

Because adoption of the UK Core has changed the nature of writing instruction in general education at UK, the Graduation Writing Requirement (GWR) needs to be modified. The current GWR requires both a Tier-I and Tier-II writing course; the Tier-I course under USP was English 104, which is no longer taught. This course has been replaced with Composition and Communication I and II, a two-course sequence integrating instruction and practice in writing, oral communication, and visual/digital design.

The Tier-II courses were managed under the Writing Initiative, which has been dissolved. Transfer and equivalency questions have since been managed on an ad-hoc basis by the Vice-Provost for Undergraduate Education and the Division of Writing, Rhetoric, and Digital Media, which is the consolidated unit on campus for writing (including the old Writing Program and the current Writing Center). New courses for the Tier-II GWR courses are no longer being proposed.

Finally, there are reasons to reconsider some aspects of the old GWR. A primary goal of the GWR was for students to have the option of taking a Tier-II writing course within their own major. That goal has not been met. For example, in the 2008-2009 academic year, 4515 students enrolled in Tier-II writing 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 (now WRD 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 except ENG/WRD 204 and ENG/WRD 205.

- Architecture: ARC 314 (Approved Spring 06- Present)
- Communication and Leadership Development: CLD 250 (Fall 05- Spring 2010)
- ENG 204 (now WRD 204) (Spring 2010- Present)
- ENG 205 (soon to be WRD 205) (Spring 2009- Present)
- 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)

In addition, 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)
- Communication: COM 351 (Summer 08 to Present) Communication Disorders: CD 410/482/483 (Spring 06- Spring 2009)
- Electrical Engineering: EE 490 (Fall 2010- Present)
- 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)

What do our Benchmarks Do?

An inspection of our benchmarks reveals that most require a Tier II writing course in the major. A brief summary of most of our benchmark requirements follows:

University of Arizona (<http://catalog.arizona.edu/2010-11/policies/writing.htm>)

The University of Arizona requires that every undergraduate degree program include at least one required writing emphasis course. Writing emphasis courses are junior- or senior-level courses that emphasize writing in the discipline. At least 50% of the grade in the course must be awarded based on the writing component.

Michigan State University

(<http://www.reg.msu.edu/ucc/policies.asp#Tier%20I%20and%20Tier%20II%20Writing>)

Michigan State has a Tier II writing requirement. These Tier II writing courses are generally required courses in the degree programs. These courses are 3 credit (minimum) 300 or 400 level courses identified with a W. They also allow more than one course, for example, a cluster of courses in the discipline with 1 or 2 credits per course to count. One outcome is that students are expected “to produce well written, edited, revised and proofread papers which communicate effectively in their fields.” The writing requirements are primarily developed within the degree programs, but must include at least one major assignment that includes submitting a draft that is evaluated and returned for revision prior to the final grade.

University of Iowa

Iowa requires a two-course sequence in Rhetoric (which includes writing, speaking, and reading) but does not require a Tier II course in writing and communication.

University of Missouri (<http://cwp.missouri.edu/>)

Missouri has a writing requirement largely in the disciplines. At least 20 pages of writing, with drafts and revisions as part of the assignments, are required. As described at the Missouri Campus Writing Program website: “WI assignments may be traditional individually-written printed-page papers, or may take the form of group-work, oral, multi-media and/or electronic

communications.” There should be multiple assignments, and hopefully, peer evaluations in addition to professor evaluations.

University of Minnesota (http://onestop.umn.edu/degree_planning/lib_ed/index.html)

All students must take four writing-intensive courses beyond freshman writing. At least one of these must be in the major.

University of California at Davis (<http://writing.ucdavis.edu/about-uwp/about/>)

All students complete a two-course sequence, to include an introductory requirement and then either intermediate or advanced courses as designated by each college. The second courses are typically in the discipline but not exclusively so.

Ohio State University (<http://ascas.osu.edu/resources/gecguidelines#1>)

OSU has a “required third course in writing and related skills (e.g., oral communication) to assure that junior or senior year students are provided an upper-level course in their major that contains a significant writing component.

Departments may choose to accept 1) one or more courses each of which meets this requirement, 2) writing sections of single courses each of which meets this requirement, 3) a group of courses, each containing a writing component, which together meet this requirement, or 4) a course which counts for the major but is outside of the major department.

In addition to requiring students to apply writing skills to their major, this third course should also develop students’ skills in the oral articulation of ideas as well as their critical and analytical abilities in reading demanding texts and synthesizing ideas. Course work might also include a research project that exposes students to scholarly literature in their majors and requires them to improve library skills or to access information through computer systems.”

University of Wisconsin (http://pubs.wisc.edu/ug/geninfo_study_ger.htm#comm)

Students at UW take a freshman course in Literacy Proficiency and then must take a second course prior to graduation. This can be a course in the discipline, or one from outside the department.

University of Florida (<http://www.registrar.ufl.edu/soc/201201/gord.html>)

Students must complete enough courses to meet a 24,000-word writing requirement prior to graduation. Writing intensive courses provide 2,000, 4,000 or up to 6,000 words, depending on the course. Freshman Composition provides 6,000 of the 24,000 word total. The additional courses are offered across most disciplines. Students must get a C in the course AND get a C in the writing portion of the course for it to count.

What has Prevented UK from Moving Writing into the Disciplines?

When college Academic Associate Deans were asked why their Colleges have not created more Tier-II writing courses in the majors, they typically responded that the format of the requirement does not work for their discipline. Members of Undergraduate Council, who are often heavily involved in the curriculum in their departments, made similar comments. One

faculty member indicated that the requirement seems to be based on the type of writing assigned in literature classes (e.g., a minimum of 5 pages per assignment), but the writing in his department's natural science curriculum is incompatible with it. There was not enough flexibility in the current guidelines to facilitate science writing in the major (e.g., lab reports, scientific papers and presentations).

The Graduation Composition and Communication Requirement (GCCR) is a viable alternative to the GWR and is also timely given a number of converging initiatives, as outlined below.

First, our UK Core has replaced disconnected writing and communication classes with the Composition and Communication I and II course series, which integrates writing, oral presentation, information literacy, and use of digital media. Courses in the disciplines could build on this platform. The student-learning outcomes in place for C&C could inform the outcome-based assessment of student proficiency in upper-level courses.

Second, all degree programs are 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 communication.

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 writing and communication skills their students should have upon graduation. The type of writing and

communication skills required of a journalism or marketing major are likely to be very different from that required for a physics or animal science graduate.

Fourth, the University of Kentucky's Quality Enhancement Plan for SACS, "Presentation U," addresses the absence of support on campus for faculty who wish to incorporate more writing and communication instruction and assignments in their courses. In addition, this plan will better organize and enhance resources like The Writing Center and the Study to support students' writing, oral communication, and use of visual media in the majors.

Proposal for a Graduation Composition and Communication Requirement (GCCR)

The *ad hoc* committee discussed options ranging from (a) eliminating any kind of graduation writing or communication requirement altogether to (b) retaining the existing requirement to (c) 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, most of which require writing in the major, but enhancing this practice by adding either oral communication or visual/digital design. The new requirement would bring vertical integration of the UK Core C&C requirement into the major.

Philosophy & Rationale: Effective composition and communication (C&C) skills are acquired and developed over time through the processes of instruction, practice, assessment, and revision. Moreover, students' understanding of what constitutes effective writing and communication skills increase with further education and training. Employer surveys conducted annually by the National Association of Colleges and Employers (NACE) report strong writing and other communication skills (listening, 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 UK Core, 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. A discipline-specific C&C 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 graduation composition and communication requirement (GCCR) that is appropriate for the academic discipline and profession(s) a given major represents. The committee recommends that each GCCR address writing in the discipline and at least one other modality of communication—oral or visual. The choice of the second form of communication is based on what is most appropriate for the major. The GCCR may be satisfied via either a specific C&C

intensive course or a series of C&C-intensive assignments in a series of courses. The GCCR will be articulated in one or more specific degree program learning outcomes and will be assessed regularly as required by program accreditation standards and university standards for SACS reaffirmation of accreditation that are already in place.

Implementation Timeline and Parameters:

The GCCR Advisory Committee and the Undergraduate Council will conduct GCCR certification and oversight jointly. Disciplinary courses that currently satisfy the GWR will be grandfathered in as certified for the new GCCR but will be subject to review.

The GCCR will replace the GWR the academic year following approval by the University Senate. The current GWR requirement will continue to be required until the GCCR is implemented. During the interim, a program may design and submit new courses for satisfaction of proposed GCCR; these courses may be used to fulfill the GWR. These courses should be evaluated by the Division of Writing, Rhetoric, and Digital Media and Undergraduate Council until the GCCR is established. Current writing-intensive courses offered by English and WRD (e.g., ENG 230, 261, 262, 264, 271, 281 and WRD 203, 204, 205) as well as all other approved GWR courses will continue to be offered as options under the GCCR as long as they offer evidence that oral or visual communication skills have been added.

Degree programs will be asked to identify their GCCR 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 GCCR, (b) specific criteria and rubrics for systematically assessing student work, and (c) a cogent description of how assessment results will be utilized to revise GCCR instruction and/or curriculum if the goals are not met. In cases in which another unit is offering the courses for the degree program (e.g., WRD 203: Business Writing for majors in the College of B&E), the degree program will conduct the review and make recommendations to the unit offering the course to help implement any needed revisions.

The new requirement is for students to complete written assignment(s) of at least 4,500 words (the equivalent of 15 pages of double-spaced, typewritten text). In addition, students must present at least 10 minutes of presentation OR create at least one significant visual/electronic artifact (e.g., a web site or video presentation). These requirements do not have to be completed in a single course and can be completed over multiple assignments. Significant instruction and feedback on the assignments is required in the course in which this work is assigned.

Degree programs will propose courses to meet the GCCR to the Senate's GCCR Advisory Committee for review and a vote. The proposal must include the assignment(s) and a daily syllabus that clearly shows days in which C&C instruction is offered. In cases in which programs wish to designate multiple courses, clear information for students and advisers on how the courses fulfill the GCCR must be offered. For example, degree program A may decide that one course will meet all of the GCCR (marked "fulfills the GCCR" in the University Bulletin). Degree program B may decide that students will fulfill the writing portion in course 1 (marked "fulfills

the written component of the GCCR”) and the oral portion in course 2 (marked “fulfills the oral component of the GCCR”). Degree program C may decide that students will fulfill the writing portion in two courses and a visual component in a third course (in the latter case, “fulfills the visual component of the GCCR”). The courses fulfilling the writing portion would be designated by word count (e.g., “fulfills 2500 words of the written portion of the GCCR”). The University of Florida details word counts per writing-intensive course and so could be used as a model.

It must be emphasized that it will not be adequate to require an assignment without linking it to clearly articulated objectives, providing significant instruction in support of those objectives, and identifying a draft/feedback/revision process. These details must be provided in course proposals to the GCCR Advisory Committee.

To satisfy the GCCR, students must earn an average grade of “C” or better on the designated C&C-intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

GCCR Certification Guidelines

GCCR certification will be granted by identifying:

- (1) program learning outcome or outcomes focused directly on skill mastery in writing (required) and at least one other communication component (oral or visual communication);
- (2) a course (or series of courses) that identify major assignment(s) focused on meeting that outcome;
- (3) an explicitly stated instruction/draft/feedback/revision/evaluation process;
- (4) a discipline-specific information literacy component;
- (5) a grading plan (in some cases, a rubric) that identifies the significant elements that will be evaluated in the assignment; and
- (6) a cogent plan for assessing the GCCR at the program level.

Graduation Composition and Communication Requirement (GCCR) Program Certification Application

Degree/Major: _____

Contact Name: _____ **Email:** _____

Phone: _____

Program Learning Outcomes (e.g., On graduation, the student will be able to...)

C&C-intensive course or series of courses used to satisfy the GCCR*:

* Include a syllabus for each course identified.

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

Describe briefly the instruction plan for teaching the C&C skill(s):

Describe briefly the draft/feedback/revision plan:

Describe briefly the GCCR assessment plan:

Signatures:

Department: _____ Date: _____

College: _____ Date: _____