

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Education</u>	Department (Full name):	<u>Kinesiology and Health Promotion</u>		
Major Name (full name please):	<u>Health promotion teacher education</u>	Degree Title:	<u>BS</u>		
Formal Option(s), if any:	<u>NA</u>	Specialty Field w/in Formal Options, if any:	<u>NA</u>		
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>				
Contact Person:	<u>Ben Johnson</u>	Phone:	<u>(859) 257-5826</u>	Email:	<u>bfjo225@email.uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>EPE 301, "Education & American Culture"</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program: <u>EPE 301 currently meets the UK CORE's "Community, Culture and Citizenship" requirement. The course is basically a critical examination of different perspectives on education and culture; it explores the anxieties and aspirations, past and present, which have shaped provisions for public education, the way popular culture influences schooling, and the effects of race, class, gender, and regional dynamics in shaping educational outcomes. In other words, EPE 301 considers the roles schools play in constructing and perpetuating inequalities, as well as the specific dimensions and practices that tend to marginalize or privilege particular groups.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:

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In the past, EPE 301 satisfied the university's Graduation Writing Requirement. In addition to reading and participating actively in class discussion, students going forward will be expected to meet the new GCCR requirements--i.e., written assignments that total at least 15 pages (with ample opportunities for draft feedback and revision), plus one oral or visual assignment as called for in the guidelines. These assignments demonstrate "information literacy in the discipline." But in keeping with the requirements for undergraduate teacher certification--the new accountability standards drafted by the EPSB (Educational Professional Standards Board), students in EPE 301 will also complete 15 hours of field experience activity that will augment understanding in one way or another of topics addressed in the course. The field experience may be (but is not required to be) the basis for the "oral/visual" presentation called for in the new GCCR guidelines.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: EPE 301, Education & American Culture

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required for undergraduate certification in the College of Education; but the course also satisfies UK Core Citizenship Requirement.
- shared or cross-listed course? No
- projected enrollment per semester: 250 students distributed across 10 sections

Course #2 (if applicable): Dept. prefix, number, and course title: ____

- new or existing course? ____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? ____
- shared or cross-listed course? ____
- projected enrollment per semester: ____

Course #3 (if applicable): Dept. prefix, number, and course title: ____

- new or existing course? ____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? ____
- shared or cross-listed course? ____
- projected enrollment per semester: ____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
- **Date of agreement:** Memos have been executed with Art Education and with the College of Health Sciences, Division of Communication Sciences & Disorders (March 3 and March 4) and with the programs in the College of Education.

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4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

EPE 301 is a required course (along with EDP 202) in the College's "preprofessional sequence." However, students will be required to do the 15 hours field experience whether they are seeking certification or not. Guidelines for the field experience have yet to finalized, but draft of the Manual (prepared by Dr. Gary Schroeder, compliance officer of the College) is attached. The activities most appropriate for 301 include: observing in schools or other educational contexts, participating with or assisting teachers; working with individual students (tutoring), observing P12 governance by attending schoolboard or site-based council meetings, or engaging with families or the community through after-school activities.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

In addition to short papers based on the reading, which call for laying out the argument or arguments at stake and responding critically, students usually write an "educational autobiography" (which dovetails nicely with the emphasis on "difference" in the reading) and a field-experience paper.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

peer review in combination with detailed feedback from the instructor.

- other information helpful for reviewing the proposal:

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D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

The readings and assignments for 301 are under more or less continuous review. As the coordinator of 301, I meet with the TA's on a regular (monthly) basis. Readings often change yearly.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

Department acting as a committee of the whole

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	EPE 301, Education, BA/BS
Contact Person Name:	Richard Angelo
Phone:	7-3993
Email:	angelo@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	12/10/2015	Ben Johnson / 257-5826 / bfjo225@email.uky.edu
Providing Program <i>(if different from Home Program)</i>	12/10/2015	Jeffery Bieber / 257-2795 / jpbieb01@uky.edu
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	12/10/2015	Mary John O'Hair / 257-2813 / mjohair@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval:
GCCR Advisory Committee		

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

Memorandum of Agreement
Department of Educational Policy Studies & Evaluation and Partnering Programs
on the Graduation Composition and Communication Requirement (GCCR)
University of Kentucky
Effective Fall 2016 through May 31, 2018

Background: The University Senate transformed the former university graduation-writing requirement (GWR) into a degree graduation composition and communication requirement (GCCR) that is appropriate for the academic program a given major represents. The GCCR will be anchored by writing appropriate to the discipline. It will also include at least one other modality of communication—oral or visual. The Senate has established the principles and requirements of the GCCR. Faculty in partnering programs have voted to fulfill the requirement through successful completion (“C” or better) on core components of one class: EPE 301 “Education and American Culture”. EPE301 is offered by the Department of Educational Policy Studies & Evaluation in the College of Education. The partnering programs have named EPE301 in their approved GCCR degree program plans.

EPE 301 Course Description: A multidisciplinary course exploring the context of teaching and learning in American society both within and outside the classroom, and enhancing critical examination of contending views, past and present, regarding the nature and role of educational institutions in society.

EPE301 has historically served as an upper division writing-intensive course and is well suited to meet GCCR program learning objectives for education and related majors. EPE301 also serves to meet the UK Core “Community, Culture, and Citizenship” requirement. Finally, EPE 301 satisfies a College of Education undergraduate certification requirement for field experience. As such, EPE301 is designed to support student achievement of the following learning outcomes:

UK Core Learning Outcome 4: Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

GCCR Course Student Learning Outcome for majors in Education and related fields: Students will demonstrate the ability to identify and critically examine one or more contending views of education in America from a cultural, historical, philosophical or sociological/social justice perspective, then communicate what they have learned through written and oral work.

Agreement:

1. EPE will offer multiple sections of EPE 301 (no more than 30 students per section) during the fall and spring terms and also a couple sections during summer school so that students from partnering programs can fulfill the GCCR.
2. EPE and partnering programs will coordinate scheduling of EPE 301 to minimize scheduling conflicts with other required courses.
3. Partnering programs will maintain communication with EPE to inform their major students during advising periods and through course bulletin listings how GCCR requirement can be met.
4. The course will have the following specific requirements: written assignment (s) of at least 4,500 words in English (the equivalent of 15 pages of double-spaced, type written text), student oral presentations of at least 10 minutes in English, and evidence of draft-feedback-revision process on the required GCCR written and oral assignments(s).
5. EPE will provide a syllabus that (a) shows how EPE 301 meets the Senate criteria for GCCR and (b) provides students from partnering programs with the opportunity to conduct discipline specific Field Experiences. All sections of EPE301 will include these core features.
6. EPE will maintain communication with contact persons in partnering programs and/or the Directors of Undergraduate Studies to share rubrics used in scoring assignments. Grades on the grading rubrics provide evidence of student performance specifically on the GCCR components of the course for use in degree program assessment reporting.
7. Partnering programs are responsible for submitting assessment results based on the above data regarding degree program student learning outcome(s) for their students according to their GCCR assessment plan and the assessment review cycle established by the UK Office of Assessment.
8. Each student from a partnering program is responsible for keeping a record of submitted assignments (as artifacts) in their portfolio via OTIS.
9. Faculty designated by the EPE department chair and by chairs of partnering programs will consult annually about the partnering program GCCR assessment results, the course assignments, and scoring rubrics, and to recommend improvements/changes to the course and/or assignments to ensure consistency with the needs of various program graduates. The results will be reported to faculty in partnering programs and EPE (as an agenda item for the Program Faculty Chairs meeting).

Renewal: This initial agreement will be for 2 years with the possibility of renewal. In the year prior to expiration of the agreement, program faculty from each program will review and consider this agreement renewal. If agreed to by both parties, the renewal will be approved 6 months prior to contract expiration. Renewals will not be for less than a 3 year term.

Termination: In the event either program would like to terminate this agreement, the department initiating termination will give the other party a 1 year written notice of intent to terminate this agreement. Additionally, if the University Senate fails to approve the GCCR, eliminates the requirement once formally approved or significantly changes the requirement, then this agreement will become null and void.

Melody Noland, PhD

Name of designated faculty

Melody Noland
Signature

Health Promotion (Teacher Education

Partnering program name

February 28, 2017

Date

Kiluba L. Okala

Name of designated EPE faculty

Kiluba Okala
Signature

2-28-2017

Date