The University of Georgia

University Council
Athens, Georgia 30602

March 10, 2008

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Dear Colleagues:

The attached proposal for a Undergraduate Certificate program in Writing will be on the agenda for the March 21, 2008, Full University Curriculum Committee meeting.

Sincerely,

Mr. David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

1785
The University of Georgia

Office of the Vice President for Instruction

MEMORANDUM

March 7, 2008

TO: University Curriculum Committee

FROM: Jere W. Morehead
Vice President for Instruction

SUBJECT: Proposal for an Undergraduate Interdisciplinary Certificate Program in Writing

I am pleased to endorse the Undergraduate Interdisciplinary Certificate Program in Writing proposed by the UGA Writing Board and the Office of the Vice President for Instruction.

In 2005, the *Report of the Task Force on General Education and Student Learning* strongly endorsed the incorporation of "significant writing assignments into more courses across the University so that students are exposed to rigorous writing experiences throughout their undergraduate career." The Task Force referenced President Adams' 2005 State of the University Address when he stated: "Writing is the synthesizing exercise of an educated mind." However, the Task Force expressed concern, documented by the 2003 NSSE Survey, that many of our undergraduate students are not required to write a substantial paper after completing the introductory composition courses.

When Dr. Del Dunn and I formed the Writing Task Force in 2006, we hoped it would propose many ideas to address this growing problem. I believe this proposal is an important step in addressing the concern. The Office of the Vice President for Instruction already has been providing financial resources to establish a Writing Center on South Campus, and we have authorized the search for a Writing Certificate Program Director. We intend to continue making the solution to this problem a top priority.

I hope the University Curriculum Committee will carefully consider this proposal and support the expansion of writing opportunities for undergraduate students at the University of Georgia.

c: Dr. Nelson Hilton

706/583-0690 (phone) Franklin House • Athens, Georgia 30602 706/542-0419 (fax)
An Equal Opportunity/Affirmative Action Institution

Proposal for an

Undergraduate Interdisciplinary Certificate Program in

Writing

From the UGA Writing Board and

Office of the Vice President for Instruction

of

The University of Georgia

March 7, 2008

I. Basic Information

1. **Date:** March 7, 2008 **Institution:** The University of Georgia
2. **School/College:** Writing Board, Office of the Vice President for Instruction
3. **Department/Division:** Center for Teaching and Learning
4. **Level:** Undergraduate
5. **Proposed Starting Date:** Fall 2008
6. **Abstract of the Program**

Employers consistently report on the importance of basic communication skills, especially in writing, for the workplace and ask colleges and universities to prepare their students better as writers and communicators. Faculty and administrators at UGA have also grown concerned about the amount and quality of writing our students are doing as they move through their undergraduate careers in preparation for graduate study, professional school, or the workplace. In the NSSE Survey of 2003, seniors reported both that they did little writing beyond their First-year Composition coursework and that they had not been required to write papers of any great length. The results from the 2005 NSSE showed that this problem persisted. At the same time, students reported that they felt the ability to write "clearly and effectively" was "very important."

The Writing Certificate Program addresses our students' perception that writing is important to their learning and future careers and to our institution's recognition that students need broader and more extensive experience with writing tasks and situations in their undergraduate studies. The Writing Certificate Program (WCP) serves our students by allowing them to hone their communication skills while addressing a variety of audiences, and, at the same time, use writing as a way of learning within their discipline. Students who seek the certificate will learn about the processes of writing for various purposes, learn research and planning skills that will help them in their other coursework, and be able to demonstrate their skills to potential employers and other evaluators. Students who so wish may concentrate their study on writing essays, but others may concentrate on producing presentations, proposals, multimodal writing, or writing in different formats appropriate to their major or discipline.

The capstone requirement for the WCP is an Electronic Portfolio that documents the writing projects of students in the Program and reflects upon the students' writing experiences and accomplishments. This exit portfolio is evaluated by the Director of the Writing Certificate Program as the Instructor of the ePortfolio Workshop.

7. Letters of Support from the academic unit heads (attached).

II. Response to the Criteria for All Programs

1. Purpose and Educational Objective of the Program

A (1) Purpose

The purpose of the Writing Certificate Program is to give undergraduate students from all colleges and majors at the University of Georgia an opportunity to develop and document their writing skills as they move from First-year Composition through the core curriculum and their academic majors en route to further education, professional training, or the workplace. Their writing skills will be developed in the context of their particular academic studies and interests and will be documented with a published ePortfolio that presents and reflects on the students' writing projects and experiences throughout their undergraduate career. The writing done for the program will enhance students' understanding and accomplishment in their chosen field of study and will provide evidence to outside evaluators (such as admissions committees or employers) of the students' critical thinking, research, and communication skills, plus their understanding of genres and conventions of writing within their chosen discipline. Finally, the certificate will facilitate their transition from academic writers to productive and efficient communicators on the job.

A (2) Educational Objectives

Students in the Writing Certificate Program will:

- understand and practice writing as both a process and product;
- understand and use writing as a mode of learning within their coursework and disciplinary major;
- use writing to develop critical thinking skills;
- use writing to conduct and present research in their academic disciplines;
- understand and practice the genres of writing appropriate to the disciplines they study, both within the core curriculum and their academic major;
- learn and apply the conventions of arrangement, style, and documentation appropriate to their academic and professional disciplines;
- produce a substantial body of writing for different purposes and audiences;
- produce a capstone ePortfolio of selected writing that presents and reflects on their achievements and experiences as writers.

B. Interdisciplinary Nature of the Program

The following units were involved in the campus-wide committee that did the initial planning for this certificate program:

- Department of English, Franklin College of Arts and Sciences
- Department of Language and Literacy Education, College of Education

- Division of Academic Enhancement, Vice President for Instruction
- Department of Biological Sciences, Franklin College of Arts and Sciences
- Department of Telecommunications, Grady College
- J. M. Tull School of Accounting, Terry College of Business
- University of Georgia Honors Program
- The Writing Intensive Program, Franklin College of Arts and Sciences
- Department of Genetics, Franklin College of Arts and Sciences
- Department of Legal Studies, Terry College of Business
- Park Hall Writing Center, Department of English, Franklin College of Arts and Sciences

The Writing Certificate Program (WCP) will be available to all undergraduate students in all majors at the University of Georgia. The coursework that students in the program will take is also provided by departments and programs across the full range of the University's academic disciplines. The First-year Composition Program, which provides the foundation for students' academic writing, is housed in the English Department of the Franklin College of Arts and Sciences; advanced writing classes are provided by the Department of English, Grady College, College of Education, and other academic departments across the campus. Writing Intensive courses are provided the Division of Academic Enhancement and the Franklin College Writing Intensive Program (WIP); and opportunities for large capstone projects in the disciplines are provided by individual undergraduate majors in all colleges.

The certificate is open to all students, and its requirements are flexible and adaptable to different courses of study. We expect the program to be fully functional within five years with 150 students. [**Note:** the figures and budget listed in 2B are based on this number of students. Given the labor-intensive nature of writing instruction and portfolio construction, if the program were to grow, further funds would be needed.]

2. Demonstrated Need for Program

A. Necessity of Program:

In 2003 the NSSE Survey gave UGA disturbing results when students were asked about their communication skills. In the NSSE Survey of 2003, seniors reported both that they did little writing beyond their First-year Composition coursework and that they had not been required to write papers of any great length. When the NSSE was re-administered in 2005, little had changed as far as writing was concerned. The 2003 study also included a pilot program FSSE (Faculty Survey of Student Expectations). About half the faculty surveyed said they did not ask students to write papers that were 5 pages or longer. The NSSE and FSSE results made it clear that while both faculty and students consider writing one of the most important skills in the classroom and after graduation, students do less writing than their peers at comparable institutions.

The Writing Certificate Program will support the University of Georgia's effort to increase and improve student writing: first, by giving students a formal structure for seeking out opportunities for writing in their courses; and second, by asking students in the program to collect, select, and reflect on their undergraduate work as writers. They will emerge from the program having completed a substantial body of written work, having engaged with formal instruction in the writing process and in writing in the disciplines (WID), and will have an exit portfolio of their work that can be offered to employers and other evaluators.

B. Implementation Plan

1. **Semester/Year of Program Initiation:** Fall 2008
2. **Semester/Year Full Implementation of Program:** Fall 2008
3. **Semester/Year First Certificates will be awarded:** Spring 2010
4. **Annual Number of Graduates Expected (once the program is established):** 30
5. **Projected Future Trends for numbers of students enrolled in the program**: It is expected to increase at a rate of 30 students per year until the number reaches approximately 150 students.

3. Evidence of Student Demand

A. Student Interest: The 2003 and 2005 NSSE results made it clear that not only faculty, but also students consider writing to be one of the most important skills in the classroom and after graduation. In the 2003 NSSE, students said that communication and thinking skills mattered "very much" or "quite a lot":

- Writing clearly and effectively, 72% first-years, 74% seniors;
- Speaking clearly and effectively, 50% first-years, 66% seniors;
- Thinking critically and analytically, 80% first-years, 85% seniors.

Students, however, also expressed a lack of confidence in their ability to handle a variety of writing tasks, especially in their fields of concentration. Students want more opportunities to write, more instruction in writing, and more opportunities for feedback on their writing. The Writing Certificate Program will help to satisfy this need.

B. Minority enrollment: We expect to recruit students through venues such as the UGA Learning Communities, CURO, and other certificate programs (e.g., Women's Studies, African Studies) to encourage a higher than average minority enrollment in the Writing Certificate Program.

4. Curriculum

1. Curriculum Outline: The coursework for this certificate will fall into three areas: a writing course; further writing courses and writing-intensive courses; and, if

possible, an extensive individual writing project for a total of 19 hours of coursework with a grade of C or better, except in the cases of courses that are by definition S/U (such as an Honors Thesis).

A. Writing Courses (3 hours required, 6 hours allowed)

Courses	**Credit**
UNIV 1106: Basic Report Writing for College and Beyond	3
UNIV 1117: Basic Composition for Multilingual Writers	3
UNIV 2201: Introduction to the Research Paper	3
UNIV 2202: Academic Writing for Multilingual Students	3
UNIV 2203: Improving Academic Writing	3
ELAN 4120: Language and Literacy, Grades P-5	3
ELAN 4150: Teaching Writing in the Secondary School	3
ENGL 3590: Technical and Professional Communication	3
ENGL 3600: Advanced Composition	3
ENGL 4830: Advanced Studies in Writing	3
ENGL 4832: Writing for the World Wide Web (approval pending)	3
ENGL 4833: Composition Theory and Pedagogy (approval pending)	3

Students in the Grady College may substitute any of the following courses for this requirement.

JOUR 3410: News Writing and Reporting	4
JOUR 3410H: News Writing and Reporting	4
JOUR 5580: Magazine Article Writing	3
JOUR 5590: Critical Writing and Reviewing	3
JOUR 5700/7700: Advanced Magazine Article Writing	3
JOUR 5720: Advanced Reporting and Writing	3

The Director of the Writing Certificate Program may substitute another class from the student's course of study that satisfies the requirement of a writing course (that is, the writing process – rather than any other subject matter – is the main focus of the course).

B. Writing Intensive Courses (9-12 hours required, 15 hours allowed)

There are two models of writing intensive course offered at the University of Georgia; both can be used to satisfy the Writing Certificate Program requirement for writing intensive courses. The university offers a number of course-specific writing classes or labs.

Courses	**Credit**
HONS 3010H: Honors Research Methods (Arts and Humanities)	1-3

HONS 3040H: Honors Research Methods (Social and Behavioral Sciences)	1-3
HONS 3070H: Honors Research Methods (Natural Sciences)	1-3
UNIV 2XXX: Research and Writing for the Discipline (Lab, new course)	1-3
PBIO 4930: Science Writing for General Audiences	3

The Franklin College of Arts and Sciences has in place already a substantial Writing Intensive Program (WIP) that offers students in the College an array of writing intensive courses in different disciplines. The list changes from year to year, but includes classes in different disciplines and at different levels of the undergraduate curriculum.(Since these courses vary from term to term, students should consult the WIP website <http://www.wip.uga.edu> or the WCP Coordinator to see what is available.) Here is a sample list of courses offered during the past academic year:

WIP Courses 2006-2007

Fall 2006
ARED 2000, Foundations in Art Education (Richard Siegesmund)
ARED 3350, Elementary Methods (Richard Siegesmund)
ARHI 3070, American Architecture (Tom Polk)
BIOL 1108L, Principles of Biology (Kathrin Stanger-Hall)
BIOL 1103L, Concepts in Biology I (Norris Armstrong & Peggy Brickman)
BIOL/ECOL 3500, Ecology (Jim Richardson)
LATN 1001, Elementary Latin I (Richard LaFleur)
LATN 2001, Intermediate Latin I (Erica Hermanowicz)
CLAS 4140, Punic and Roman Carthage (Naomi Norman)
CHEM 3110, Physical Chemistry (Geoffrey Smith)
CHEM 3511L, Experimental Methods (Jim Anderson & Michael Duncan)
GEOL/ANTH 4700, Archaelogical Geography (Ervan Garrison)
HONS 4960H, Undergraduate Research (Pam Kleiber)
MATH 5035, Algebra for Middle School Teachers (Sybilla Beckmann)
MATH 5020, Arithmetic for Middle School Teachers (Sybilla Beckmann)
MUSI 3210, History of Music I (Susan Thomas)
SOCI 3220, Sociological Theory (Belisa Gonzalez)
WMST 3250, Feminism and the Body (Blaise Parker)
WMST 4011, Understanding Research (Patricia Richards)

Spring 2007
ARED 2000, Foundations in Art Education (Richard Siegesmund)
ARED 3360, Secondary Methods in Art Education (Tracie Costantino)
ARHI 4000, Early Greek Art (Frances Van Keuren)
ARHI 4916, American Landscape Painting (Janice Simon)
BIOL 1108L, Principles of Biology (Kathrin Stanger-Hall)
BIOL 1103L, Concepts in Biology I (Norris Armstrong & Peggy Brickman)
BIOL/ECOL 3500, Ecology (Mark Bradford)

CLAS 4340, Ancient Athens (Naomi Norman)
CLAS/HONS 2115H, Reacting to the Past (Keith Dix & Karin Myhre)
CMLT 4600, East Asian Literature I (Masaki Mori)
GEOL 4503, Sedimentary Geology (Steve Holland)
LATN 2001, Intermediate Latin I (Elena Bianchelli)
MATH 5030, Geometry and Measurement for Middle School Teachers (Sybilla Beckmann)
MATH 5003, Algebra and Problem Solving (Sybilla Beckmann)
MUSI 3220, History of Music II (David Schiller)
MUSI 2120, Music Theory IV (John Turci-Escobar)
SOCI 3220, Sociological Theory (Belisa Gonzalez)
WMST 4900, Senior Seminar (Patricia Richards)

The Director of the Certificate Program may substitute another class from the student's course of study that satisfies the requirement of a writing intensive course (that is, writing is not the main focus of the course, but students use writing to a substantial degree as a way of knowing in the disciplines and as a vehicle to communicate research and analysis).

A full list of courses that include writing and may be approved on a case-by-case basis upon review of the syllabus by the Director for Certificate credit may be found at: http://www.english.uga.edu/nhilton/WritingUGA/WTWrite_AllFields.html. There are many courses on this list from the full range of the university curriculum. A print-out of the list is about 45 pages long.

C. Independent Writing Project (0 hours required, 6 hours allowed)

Ideally, students will conclude the WCP with three to six hours of coursework on an independent writing project. To prepare for this project, students may enroll in three hours of HONS 3010, 3040, or 3070, as well as HONS 4590 or the appropriate course in their major. This project might be produced either in a capstone course in their major that requires a substantial essay or by work on an honors thesis; students who do not take a capstone course or produce a thesis should take part in the CURO symposium to produce an independent writing project.

Courses	**Credit**
HONS 3010H: Honors Research Methods (Arts and Humanities)	1-3
HONS 3040H: Honors Research Methods (Social and Behavioral Sciences)	1-3
HONS 3070H: Honors Research Methods (Natural Sciences)	1-3
HONS 4960H: Honors Undergraduate Research	1-4
HONS 4970H: Honors Undergraduate Research	1-4
HONS 4980H: Honors Undergraduate Research	1-4
HONS 4990H: Honors Undergraduate Thesis	1-4

HONS 3010H-3070H cannot count both for the Writing Intensive Course requirement and the Independent Writing Project. The Director of the Writing Certificate Program can substitute for any of these classes a capstone course or independent study from the student's course of study that results in a long and significant writing project. Students who do not take a capstone course or produce a thesis are strongly encouraged to take part in the CURO symposium to produce an independent writing project.

D. ENGL XXXX, Electronic Portfolio Workshop (1 hour)

Throughout the program, the student will be working on an electronic portfolio for reflection and evaluation. Such a portfolio should be planned to fit a student's individual needs, and the project will also involve peer review of artifacts by students in the program. For example, a student preparing for graduate school or a professional school might include a statement of professional intent, writing samples in the appropriate discipline, a *curriculum vitæ*, and a cover letter. Another student seeking employment could include a sample job letter, a resume stating professional goals, and examples of career-specific reports. In the semester when the student plans to complete the Writing Certificate, the student will enroll in a 1-hour Electronic Portfolio Workshop with the Director of the Writing Certificate Program and will work with the director and other certificate program students to workshop and complete the portfolio. (This course is currently being proposed.) To receive the certificate, the student must successfully complete the Portfolio Workshop with a grade of C. The UGA Writing Board will review failures and the Director's recommendations for "distinction." If the Director and Board feel that a portfolio especially strong, the Director may add a letter to the file noting that the student has performed "with distinction."

E. Mentoring and Tutoring Opportunities: One of the goals for this program (as for the First-year Composition Program) is for students to become not only proficient writers, but also intelligent critics of their own and others' writing. In addition to the peer review process that is built into many writing classes and into the ePortfolio Workshop, program candidates will be offered other opportunities to engage with other writers. Advanced students in the certificate program will have the opportunity to mentor students entering the program and to train and work as peer tutors. These activities do not automatically confer degree credit and not required for certificate completion, but could possibly receive academic credit (with the Director's permission) under the rubric of Honors' Internships (HONS 4801H). Like CURO, The Writing Certificate Program will encourage student leadership in its participants.

2. **Existing Aspects of Proposed Curriculum**: All of the courses for the proposed Writing Certificate are existing courses or courses now going through or about to go through the approval process.

3. **Model Programs**: Most writing certificate programs are narrower in scope than the one proposed here (e.g., they are Professional Writing or Technical Writing

Certificates). Ours is discipline-based and therefore designed to work with the full range of majors across the university. Many programs are also limited to the graduate program level or housed in Colleges of Continuing Education that target individuals already in the work force. Finally, many such certificate programs are conducted online; ours is intended to be an integral part of the undergraduate experience. One model program that resembles the UGA certificate more closely might be the Arizona State Writing Certificate Program http://www.asu.edu/clas/english/writingcertificate/index.html. We require a comparable number of coursework hours (19 in both cases), and both programs require a capstone portfolio. In the case of ASU, however, most coursework is restricted to the English Department. Our program ranges more widely across the entire undergraduate university curriculum and is thus more flexible.

4. **No program accreditation is available or required**.

5. Faculty Resources:

A. Faculty Demographics: A program such as this one requires a large faculty working in disciplines across the full range of the undergraduate curriculum. Fortunately, the program will draw exclusively on existing courses and faculty. The only new courses being added are in the Division of Academic Enhancement (UNIV 2XXX), which has the faculty necessary to cover the proposed course-based writing labs, and in the English Department (ENGL 4XXX) as part of regular development of the English major.

Approximately 45 classes each semester are designated as writing-intensive by the Franklin College Writing Intensive Program (WIP). These courses are regularly offered courses in a variety of disciplines (e.g., Chemistry, Geology, Sociology, Classics, Music) and provide significant writing opportunities as well as writing instruction via a specially trained Teaching Assistant, who supports the course by serving as a writing coach. The list of all designated and supported Writing Intensive Program courses can be found at http://www.wip.uga.edu.

Finally, the Writing Certificate Program will have an important resource in the faculty Writing Fellows who work with the Writing Certificate Program coordinator each year to incorporate writing into their own courses.

B. Faculty Qualifications:

1. **Qualifications:** Because the number of faculty involved is large and shifting (i.e., the faculty and courses supported by the Writing Intensive Program changes from year to year), we will not list all the faculty involved. The core “writing courses” are taught by faculty in the Department of English, Division of Academic Enhancement, and Grady College. All have the terminal degree in their field.
2. **Special Qualifications**: All have been selected by their academic departments as suitable instructors for these courses. Faculty and Teaching Assistants in the Writing Intensive Program receive training and pedagogical support from the WIP Director.

3. **Program Responsibility**: The Franklin College has also authorized the hiring of an Academic Professional, to be housed in the English Department, who will teach upper-division writing and rhetoric courses and administer the Writing Certificate Program. The Director will also work closely with the Director of the Center for Teaching and Learning.

B. Hiring: Apart from the Director (Academic Professional), no additional hires are necessary.

6. Library, Computer, and Instructional Resources:

A. **Current Library Resources:** Adequate

B. Equipment Resources: No additional equipment is needed for individual courses in the program. The ePortfolios can be produced with <emma>, the Electronic Markup and Management Application that is used in the First-year Composition Program. By the time Blackboard Vista is rolled out as the university's Learning Management System (to replace WebCT), <emma> should be fully compatible with it. Some funds for software development will be needed to repurpose the portfolio structure for the WCP ePorts, and if the program grows sufficiently, new servers and other hardware may be needed.

7. Physical Facilities: Current classroom faculties are adequate for the program; the Director will need an office in the English Department and perhaps a second office at the Center for Teaching and Learning.

8. Expense to the Institution: The largest expense to the institution will be the salary for the Director ($50,000 per annum), although the person holding that position will have other teaching and administrative duties (i.e., coordinating the Writing Fellows Program). The operating costs include 4 units software coding release (in the form of graduate student labor) that will be used to develop the existing <emma> ePortfolio software and hardware used for First-Year Composition for this new environment and educational purpose.

A. Funding	**First Year**	**Second Year**	**Third Year**
1. Personnel	$50,000	$50,000	$50,000
2. Operating Costs	$14,800	$0000	$5,000
3. Capital Outlay	$0000	$0000	$0000
4. Library Acquisitions	$0000	$0000	$0000

B. Student Support: The WIP Program provides 3/9 and 4/9 Teaching Assistants, and the software development funds will be used in part to support course releases for the software designer and graduate student assistants.

9. Financial Support

A. Additional Funds: Funds needed to support the program are allocated by the Vice President for Instruction.

B. Continued Support: From the Vice President for Instruction.

10. Structure of Administration of the Program

The Director of the Writing Certificate Program, with the UGA Writing Board acting as the program's steering committee, will be in charge of its administration and will: help students who have not already established an FYC Portfolio create one; handle the approval of courses for the certificate; and organize and advise students as they work on their exit portfolios. Advising on coursework will be handled by the student's home department. Depending upon the student's degree program, Certificate courses may count toward general studies, the major, or elective offerings. A grade of C or better is required in each course applied to the Certificate requirements. Interested students will need to discuss their plans for the Certificate with their own advisors early in their academic careers so that proper sequencing of prerequisites, where required, can be allowed for. They must also contact the Director of the WCP to complete an application, to establish an electronic portfolio, to declare a proposed course of study, and to secure information about semester course offerings. Students must be in good standing with a GPA of 2.0 to enroll in the Writing Certificate Program.

1785
The University of Georgia

Franklin College of Arts and Sciences
Department of English

February 18, 2008

The members of the University of Georgia Writing Board wishes to express its unanimous support of the proposed Writing Certificate Program. This program will help to address the problems that were revealed by NSSE concerning our undergraduate students' lack of writing in relation to students at peer institutions and will function as a center of excellence for encouraging and rewarding good student writing.

Sincerely,

Nelson Hilton, Director
Center for Teaching and Learning

Jo Beth Allen
Department of Language and Literacy Education

Michelle Ballif
Franklin College Writing Intensive Program

Christy Desmet
First-year Composition Program

Christopher Hayes
Division of Academic Enhancement

David Payne
Park Hall Writing Center

1785
The University of Georgia

Franklin College of Arts and Sciences
Office of the Dean

March 5, 2008

Professor Nelson Hilton, Director
Center for Teaching and Learning
The University of Georgia

Dear Nelson,

On behalf of the Franklin College of Arts and Sciences, I am pleased to write in support of the proposed Writing Certificate Program that will be housed in the Center for Teaching and Learning. The proposal responds to a widely held perception—evident here at the University and on a national level as well--that students need and want more writing in their undergraduate courses. It brings together in an innovative way writing expertise from across the campus, from the English Department to the Division of Academic Enhancement to such units as the Grady College and the College of Education. It builds on significant accomplishments of the Franklin College Writing Intensive Program, which has been in place nearly a decade.

The Franklin College is pleased that courses and faculty from its various units will play an important role in the certificate program.

The proposed Writing Certificate Program will enhance opportunities for undergraduates at the University. It will make an important statement concerning the value of writing in the undergraduate curriculum.

Cordially,

Hugh Ruppersburg
Senior Associate Dean
Franklin College of Arts and Sciences

March 2, 2008

To: University Curriculum Committee

On behalf of the Department of Language and Literacy Education, I want to offer our strong support for the implementation of a Writing Certificate Program at UGA. We believe the rationale in the proposal is sensible and the plan for implementing it realistic. Dr. Jobeth Allen, a faculty member in LLED, participated in the deliberations which resulted in this proposal and our department recently opened a "writing center" (see attached flier) to provide support for students across campus.

Sincerely,

Mark Faust
Department Head

1785
The University of Georgia

Terry College of Business

Robert T. Sumichrast, *Dean*
Simon S. Selig, Jr. Chair for Economic Growth

335 Brooks Hall
Athens, Georgia 30602-6251
Telephone 706-542-8100
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busdean@terry.uga.edu

March 3, 2008

Dr. H. Nelson Hilton
Chair, UGA Writing Board
Director, Center for Teaching and Learning
The University of Georgia
Athens, Georgia 30602

Dear Dr. Hilton:

I am pleased to support the Proposal for an Undergraduate Interdisciplinary Certificate Program in Writing from the UGA Writing Board and Office of the Vice President for Instruction. Effective written communication is crucial to business success, and the Terry College of Business supports and encourages this initiative.

The Writing Certificate Program should aid our students in honing their communication skills, as well as using writing as a way of learning within their discipline. Moreover, this program should provide an important way of focusing, establishing and responding to the undergraduate demand for more extensive writing instruction across the curriculum.

Sincerely,

Robert Sumichrast, Dean

/bcw

An Equal Opportunity/Affirmative Action Institution

1785
The University of Georgia

College of Agricultural and Environmental Sciences
Office of Academic Affairs

March 4, 2008

Dr. H. Nelson Hilton
Director, Center for Teaching and Learning
Instructional Plaza North
CAMPUS 30602-3016

Dear Dr. Hilton:

The College of Agricultural and Environmental Sciences is pleased to endorse the proposed Undergraduate Interdisciplinary Certificate Program in Writing. Employers and Alumni of our College stress the importance of good communications skills including oral and written communication. I believe this Certificate Program is needed by the University and will serve to better prepare students for their future careers. This Certificate Program will give us an opportunity to better promote writing among students and within our courses.

Your efforts in developing this Certificate Program are appreciated by the University Community. Thank you for this opportunity to lend support to this proposal.

Sincerely,

Josef M. Broder
Associate Dean for Academic Affairs

JMB:skh

cy: Dean J. Scott Angle

102 Conner Hall • Athens, Georgia 30602-7502 • Telephone (706) 542-1611 • Fax (706) 542-2130
An Equal Opportunity/Affirmative Action Institution

March 2, 2008

To Whom It May Concern:

We are pleased to write this letter of support for the Writing Certificate Program at the University of Georgia. As Director and Associate Director of the Honors Program, with responsibility for the Center for Undergraduate Research Opportunities (CURO) and the Foundation Fellowship, it is clear to us that even our brightest and most talented students are not challenged to develop their writing skills to the level of some of our peer and aspirant institutions. The opportunity for Honors students to participate in a Writing Certificate Program as outlined in the proposal is truly exciting.

The Honors Program serves the top ten percent of the undergraduate students at UGA, while the Foundation Fellowship is our premiere scholarship, competing favorably with Ivy League schools for students of high academic achievement. In addition, CURO is devoted to assisting academically motivated students tap into the vast intellectual resources of this university through research opportunities, whether or not these students are in the Honors Program.

Writing is one of the skills these students value when they arrive and they continue to seek opportunities to develop while they are here. Many have the experiences and credentials to compete for major scholarships such as the Rhodes, Marshall, Goldwater, Truman and others. But if UGA is going to continue to produce Rhodes Scholars, for example, writing skills should be consistently developed among our students. In our experience, top students want opportunities to write, more instruction in writing, and more opportunities for feedback on their writing. The Honors Program's Scholarship Office does a great deal to polish and hone student writing skills, but the lack of fundamental writing opportunities prevents some students from competing. A Writing Certificate Program would be highly desirable as a recruitment tool and a student development tool, as well as an investment to help produce more students who are capable of competing at the national level for major scholarships.

The Center for Undergraduate Research Opportunities (CURO) is open to Honors and non-Honors students with at least a 3.4 grade point average. These students engage in faculty-directed research projects for academic credit. The Honors research courses became writing intensive this past fall, which means that all CURO Gateway Seminars (HONS 3010H, 3040H and 3070H) and Honors research courses (HONS 4960H) require students to write in their disciplines. Students have competitions for the "Best Papers" in the annual CURO Symposia, write for a peer-reviewed online journal, JURO (Journal for Undergraduate Research Opportunities), and include writing assignments in their course work. The potential for a strong synergy between a Writing Certificate and CURO is obvious.

The CURO Apprentice Program (CURO AP) continues to be successful in recruiting young scholars from underrepresented groups into research in the social sciences, sciences, humanities, and arts, and supporting and nurturing them in the process. CURO

AP has a 90% retention rate. The majority of CURO Apprentices continue on to graduate and professional studies after completing their undergraduate degrees. These students would be strongly encouraged, if not required, to earn a Writing Certificate in order to participate in CURO AP.

Many of the challenges in encouraging writing that our program faces would potentially be addressed by the Writing Certificate Program. The Honors Program, Foundation Fellowship, and the Center for Undergraduate Research Opportunities welcome the opportunity for collaboration with the Writing Certificate Program.

David S. Williams

Pamela B. Kleiber

Dr. David S. Williams
Director

Dr. Pamela B. Kleiber
Associate Director

1785
The University of Georgia

Franklin College of Arts and Sciences
Department of English

February 27, 2008

FROM: Douglas Anderson
Interim Head / English Department
SUBJ: Endorsement for the Undergraduate Certificate Program in Writing

On behalf of the English Department I am delighted to endorse the proposal for establishing an interdisciplinary certificate in writing at the University of Georgia. The existence of such a certificate will prompt all faculty–not just those directly involved in the certificate program–to assess the role of writing in their classes, to incorporate more writing in their syllabi, and to spend time helping their students master the writing and editing skills prized in the disciplines that we teach.

Sincerely,

Douglas Anderson
Sterling-Goodman Professor of English / Interim Head

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