I. Undergraduate Upper-Division Writing Requirement
   A. Each academic unit offering an undergraduate major shall specify which upper-division course (or courses) shall meet the writing requirement of that major. These courses must have received approval by the University Committee on Writing Proficiency as meeting the standards of an “intensive writing course,” an upper-division undergraduate thesis course (see UPS 400.020), or a “complementary writing course.” Writing courses may be offered by the major-granting academic unit or by another academic unit, making them support courses. No writing course or courses may be designated in another academic unit without that unit’s approval. Courses approved by the University Committee on Writing Proficiency shall require students to demonstrate the ability to write at a college level consistent with the expectations for writing competence established in Executive Order 665.

   B. It is suggested the course(s) be taken no later than the student having earned 90 units of coursework that count toward their degree (EO 665).

   C. Courses that have been approved as writing courses shall be described as such in the university catalog and in the course outlines.

   D. Academic units may specify either one “intensive writing course” (at least three units), which has writing instruction as its primary objective, an upper-division undergraduate thesis course (for a total of three units), or two or more “complementary writing courses” (a total of at least six units), which have writing instruction as their secondary objective (with the primary objective normally consisting of instruction in fields of knowledge pertaining to the major).

   E. Writing competence shall be demonstrated in intensive writing and thesis courses by the students’ ability to:
      - actively read texts or other materials using a variety of strategies (e.g., highlighting, annotating, visually organizing);
      - apply writing processes effectively, including researching, drafting, and revising;
      - analyze, organize, synthesize, and express their own and other’s data or ideas;
      - evaluate and incorporate source materials;
      - use disciplinary conventions appropriate for particular audiences and purposes;
      - meet the standards and/or content mastery established by an instructor’s rubric;
      - apply the conventions of standard written English, including grammar, syntax, punctuation, and style.
In intensive writing courses, students shall individually write multiple papers or multiple drafts of a single paper that involve the organization and expression of complex data or ideas. Thesis courses shall require that students produce a substantial written original work based on individual research (see UPS 400.020). Intensive writing and thesis courses shall include careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement are offered on subsequent writing in the course. Assessment of the student's writing competence shall determine at least 60% of the final course grade.

One of the University-wide Learning Goals is the ability to communicate clearly, effectively and persuasively, both orally and in writing (UPS 300.003). Assessment of undergraduate writing performance specific to this goal should be used to inform decisions about class size. In order to maintain quality, every effort should be made to limit the enrollment in intensive writing classes. Best practice suggests class size of no more than 25 students.

The syllabi of intensive writing and thesis courses shall describe how the course satisfies the intensive writing or thesis requirements.

F. Writing competence shall be demonstrated in complementary writing courses by the students’ ability to:

- analyze, organize, synthesize, and express their own and other’s data or ideas;
- evaluate, incorporate and cite source materials;
- use disciplinary conventions appropriate for particular audiences and purposes;
- apply the conventions of standard written English, including grammar, syntax, punctuation, and style.

In complementary writing courses, students shall write multiple papers or multiple drafts of a single paper that involve the organization and expression of complex data or ideas. Such papers should be written individually. Complementary writing courses shall include careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement are offered for improvement on subsequent writing in the course. Enrollment should be limited to a level that allows instructors to adequately perform these tasks. Assessment of the student's writing competence shall determine at least 20% of the final course grade.

The syllabi of complementary writing courses shall make it clear how the above requirements are met.

G. To count toward the upper-division writing requirements of the major, intensive, thesis, and complementary writing courses shall be passed with a grade of C (2.0) or better.

II. Course Proposal and Approval Process

A. A proposal for a new intensive writing course shall be submitted through the online curriculum system, using its New Course Proposal form, in accordance with the deadlines established for all new course proposals (see UPS 411.100) or by changing a course that was previously approved for the university curriculum. This submission shall include a sample syllabus compliant with UPS 300.004, a representative writing assignment, and a rubric or rationale for assessment. Such a proposal shall be reviewed by the college curriculum committee and college dean. Upon their approval, the proposal shall be reviewed by the University Committee on Writing Proficiency for final approval or rejection.
B. Thesis courses must meet the requirements set forth in UPS 400.020.

C. A complementary writing course is created by either submitting a new course proposal (as in section II.A) or by changing a course that was previously approved for the university curriculum. In the latter case, a new complementary writing course shall be submitted through the online curriculum system, using its Complementary Writing Course Change form, in accordance with the deadlines established for all course changes. This submission shall include a sample syllabus compliant with UPS 300.004, a representative writing assignment, and a rubric or rationale for assessment. Such a proposal shall be reviewed by the college curriculum committee and the college dean. Upon their approval, the proposal shall be reviewed by the University Committee on Writing Proficiency for final approval or rejection.

D. The Office of Academic Programs shall keep a record of all approved writing courses, both intensive, thesis, and complementary, that are specified by academic units as meeting the writing requirement of their majors. Once a writing course has been so specified for eight consecutive academic years, the Office of Academic Programs shall notify the academic unit that it is required to submit that writing course to the University Committee on Writing Proficiency for recertification, that is, renewed approval. This submission shall include a sample syllabus compliant with UPS 300.004, a representative writing assignment, a rubric or rationale for assessment, and an indication whether the course is an intensive, thesis, or complementary writing course. The University Committee on Writing Proficiency may recertify or not recertify the writing course and shall inform the Office of Academic Programs of its decision. The Office of Academic Programs, in turn, shall forward this decision to the academic unit that requires the writing course(s) for its major.

E. A course that is denied recertification will be allowed a grace period of three semesters (for an intensive writing or thesis course) or two semesters (for a complementary writing course) to revise and resubmit for certification. If the course has been denied recertification, it shall no longer be specified as a writing course but may continue to be offered as a regular course.

III. Graduate Writing Requirement

Graduate students must demonstrate writing skills that meet or surpass undergraduate proficiencies appropriate to the discipline. Each academic unit offering a graduate degree shall select the means by which their graduate students demonstrate writing ability consistent with the standards listed below and subject to confirmation by the Office of Graduate Studies. Academic units may, at their discretion, establish additional writing requirements for their graduate students.

A. Prior to the awarding of a graduate degree, every student shall be required to demonstrate writing ability that is commensurate with the standards of the unit responsible for the student's academic work and that meets or exceeds the level required for the Graduation Writing Assessment Requirement (GWAR) certification for the baccalaureate degree (Executive Order 665).
B. This GWAR requirement may be met in any of the following ways. Each department or program selects the method or methods by which their graduate students demonstrate writing ability; subject to confirmation by the Office of Graduate Studies.

1. By having passed the upper-division baccalaureate writing requirement at any CSU campus.

2. By having passed with a grade of C (2.0) or better an upper-division writing course at another university equivalent to a course that meets the CSUF baccalaureate requirement. Equivalence must be certified by the department or program responsible for the student's academic work and by the University Committee on Writing Proficiency.

3. By passing with a grade of C (2.0) or better an upper-division course approved by the University Committee on Writing Proficiency as meeting the baccalaureate requirement; or an advanced, graduate-level course or courses certified by the University Graduate Education Committee as exceeding the baccalaureate writing requirement and approved by the department or program responsible for the student's academic work.

4. By scoring a minimum of 4.0 on the Graduate Record Exam (GRE) Writing Assessment Test, a minimum of 4.0 on the Graduate Management Admission Test (GMAT) Analytical Writing Assessment, or by passing a standardized writing proficiency exam, such as the Examination in Writing Proficiency (EWP), as approved by the Office of Graduate Studies and as established by a department or program as meeting their writing requirement.

5. By completing a written thesis, dissertation, or other written project that serves as the approved culminating experience for the student’s graduate program. Requirements for format and language should be specific to the discipline as determined by the academic unit.

IV. Student Petitions and Approval Process

A. The University Committee on Writing Proficiency has the responsibility to:

- Certify upper-division equivalences to the upper-division baccalaureate writing requirement from other colleges and universities outside the CSU system initiated by a student’s major department. Departments will submit a University petition form available from the Records Office;

- Petitions must indicate whether the course that the student is requesting consideration of would be characterized as a single intensive writing course or one of the two complementary writing courses;

- Student petitions must be accompanied by evidence of equivalence including:
  - Course syllabus;
  - Sample writing from the course (required with prompt suggested);
  - Evidence of a grade of C or better for the course;

- The decision of the committee will be transmitted to the petitioning department and the Records Office for inclusion in the student’s Titan Degree Audit.

B. Petitions will be handled at the discretion of the Chair of the University Committee on Writing Proficiency or their designee during the summer.
V. Special Cases

A. Students shall receive credit for having met the upper-division writing requirement within their major upon completion of the department-specific upper-division writing course(s) with a grade of C or higher, as long as the course(s) was approved by the University Committee on Writing Proficiency at the time the student was enrolled; independent of the student’s catalog year.

B. In the event that a student changes major or chooses a double major, the major department(s) shall determine whether to provide an exception for approved upper-division writing course work completed by the student with a grade of C or higher in another department or program. The requirement for one writing intensive course (3 units) or two complementary writing courses (6 units) still applies.

Completion of another CSU’s upper-division baccalaureate writing requirement with a grade of C or higher shall be transferrable to CSUF (EO 665).

Source: University Committee on Writing Proficiency

EFFECTIVE DATE: July 2, 2018
Supersedes UPS 320.020 dated 6-5-14
and ASD 14-97