

Curric Affairs Committee Weds 17 Sept 2014 Agenda 3-4 pm Reich 300

audio conference information: 1-800-893-8850 Participants' PIN: 1109306

invited: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Joan Hornig, Ken Abramowicz, Rainer Newberry, Rob Duke (remote), Todd Radenbaugh (remote), Doug Goering, Jayne Harvie, Alex Fitts, Carol Gering, Casey Byrne, Holly Sherouse, Libby Eddy, Linda Hapsmith, Stacey Howdeshell

I. Approve revised minutes of Sept 3 meeting

II. Old business

A. *proposed changes in Univ Regs RE General Education*

David Valentine (pres, fac alliance) felt these should not go forward to various fac senates until each proposed change has a justification and an explanation

B. *Revised Capstone Motion (next page)*

C. *Progress Report from O/W/C subcommittee*

Problems with current O/W: no consistent outcomes assessments

W regulations are relatively complicated and subject to interpretation; O regulations are more flexible but very complicated (2+ pages to cover a variety of possibilities)

Proposed C: only writing is assessed

Proposed C regulations are both complex and vague

- A. General guidelines for 3-credit course with "W" designator
1. The lower-division writing sequence **will be** a prerequisite for all "W"- designated courses.
 2. Instructors **are encouraged** to have students write an ungraded diagnostic composition on or near the first day of class to help assess writing ability and general competence in the discipline. [If diagnostic tests indicate that remedial work may be needed, teachers can set up specialized tutoring for their students with UAF Writing Center tutors.]
 3. Teachers regularly evaluate students' writing and inform students of their progress. If a major written project (research project) is part of the course, the project **should be** supervised in stages. **If possible**, a writing activity should comprise a major portion of the final examination.
 4. At least **one personal conference should be devoted** to the student's writing per term and drafts of papers should receive evaluation from the teacher and/or peers.
 5. Written material **should** comprise a majority of the graded work in the course for it to be designated "intensive." "Written material" can consist of quizzes and exams with short answers or essay sections, journals, field notes, informal responses to reading or class lectures, structured essays, research projects, performance reviews, lab reports, or any forms suitable to the discipline being taught.
- B. Guidelines for the "W" designator in Technical courses
6. In order to ensure that technical disciplines can meet the goals of the writing intensive requirements without compromising the technical quality of their courses, such disciplines may substitute longer courses or a series of courses (typically 1-credit labs) for each of the two necessary 3-credit writing intensive or "W"-designated courses. Courses meeting all the general guidelines will, of course, also be acceptable.
 7. The longer course option allows the "W" designator for a 4- or 5-credit course in which written material comprises a portion of the grade equivalent to "a majority" of a 3-credit course. The course must also meet the other general guidelines.
 8. The series option allows a student to replace one or both 3- credit "W" courses with a series of courses, each of which may be less than three credits--e.g., a series of 1-credit or 1-credit-equivalent laboratories. Each series, however, must sum to the equivalent of at least one 3-credit "W"-

MOTION proposed Capstone Requirement Effective Fall 2016 (??)

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The Curricular Affairs Committee moves that the Faculty Senate make the following changes to the UAF baccalaureate requirements:

Each student must complete a capstone experience in the student's major or program, as described below. It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience.

Rationale: This change is proposed in support of satisfying UAF's Learning outcome #4: "Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical