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Undergraduate Curriculum and Academic Policy Minutes, October 3, 2002 and 2002-2003 Committee Member List

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Undergraduate Curriculum and Academic Policy Committee

2002-03 Committee Members

Tom Sav, College of Business and Administration (Chair)
Mateen Rizki, College of Engineering and Computer Science
Mary Rucker, College of Liberal Arts
Richard Mercer, College of Science and Mathematics
Susan Praeger, College of Nursing and Health
Carol Loranger, College of Liberal Arts
Burga Jung, College of Education and Human Services
Beth Basista, College of Science and Mathematics
Mindy McNutt, Lake Campus
Mark Gebhart, School of Medicine
School of Professional Psychology
Jennifer Martian, Student Government (non-voting)
Chris Leapley, Student Government (non-voting)
Joe Law, WAC Committee Chair (non-voting)
Jeanne Fraker, University College (Ex-officio, non-voting)
Jan Maxwell, University Library (Ex-officio, non-voting)
James Sayer, Faculty President (Ex-officio)

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Undergraduate Curriculum and Academic Policy Committee

Minutes of October 3, 2002 Meeting

Present: Jeanne Fraker, Burga Jung, Joe Law, Chris Leapley, Carol Loranger, Jan Maxwell, Mindy McNutt, Richard Mercer, Susan Praeger, Mateen Rizki, Mary Rucker, Tom Sav, Jim Sayer.

Approved Minutes of May 17, 2002.

Charge to the UCAPC to Study and Assess Writing Across the Curriculum

Jim Sayer, President of the University Faculty, explained to and discussed with the committee the charge to conduct an in-depth assessment of WAC. In particular, this fall quarter marks the seventh year of Wright State University's "Writing Across the Curriculum" policy, having been implemented with the start of fall quarter 1996. After a full six years of implementation, it is time to study and assess the effectiveness and impact of that program. Accordingly, UCAPC is charged with the responsibility of conducting an in-depth assessment of WAC this academic year, such assessment to be completed no later than the beginning of spring quarter 2003. Specifically, the assessment is to include both quantitative and qualitative elements, with ALL members of the university faculty, both full-time and part-time, encouraged and facilitated to offer their observations and conclusions. The assessment should include:

1. An examination of the program's impact vis-à-vis the program's stated goals;
2. An assessment of the mechanics of the program: are six writing-intensive GE courses appropriate (too little; too much; just right); are two writing-intensive courses in the major appropriate; is the separation of the course grade from the writing grade something that should be reconsidered?
3. A request to have each department chair and dean offer his/her specific analysis of WAC, including:
 - (a) the perceived impact that WAC in GE has had upon the writing skills of majors in his/her department; and
 - (b) the perceived impact that WAC in the major has had upon the writing skills of majors in his/her department.

It is imperative that this study be done critically and objectively. If WAC is the greatest thing since night baseball, then that should be substantiated to the satisfaction of the general faculty. If, on the other hand, WAC has some severe problems, then those problems need to be identified clearly, with specific suggestions offered for remediation.

Fall Quarter Meeting Schedule

The committee agreed to meet at 12:00 Noon on November 7 and (tentatively, depending on exam schedules of members) December 3. Additional meetings may be scheduled as necessary.

Appointment of Writing Across the Curriculum Committee, Chair

Appointed Joe Law, Coordinator of Writing Across The Curriculum And Associate Professor of English as Chair of Writing Across the Curriculum Committee

Appointment of Members to the Student Petitions Committee of the Faculty Senate

UCAPC conducted this business via email prior to the meeting. The following recommendations were forwarded to the Faculty Senate Executive Committee and approved with that Committee appointing the chair:

Faculty Senate Constituents:

Mechlin, KT; Chair, COSM
Bogan, Barbara; CONH
Kerlin, Timothy; CEHS
Menart, James; CECS
Sammons, Martha; COLA
Watson, Fred; COBA
Lake Campus (to be appointed)
Jim Sayer, Faculty President (Ex Officio)

Non-voting Members:

Hail, Joyce; Sec, Registrar's Office
Howard, Lillie; Provost's Office
Melton, Juanita; University College
Sauter, Dave; Registrar
Student (to be appointed)
Student (to be appointed)

Course Modification and Inventory Requests

CEHS

Inventory: EDE 270 (approved by UCAPC chair during the 2002 summer)
Modification: ED 415 (approved by UCAP chair during the 2002 summer)

Approved Modifications: ED 432

COSM

Approved Course Modifications: STT 430*, STT 464*, ANT 426, ANT 445, GL 201, MTH 343, SST 342

*the committee noted that the proposed change of STT 430 Environmental Statistics to Biostatistics and STT 464 Biostatistics to Computational Statistics may create future confusion for students and that it appeared to make more sense (in the absence of complete information, such as sequencing, before the committee) to merely keep 464 as Biostatistics and only change 430 to Computational Statistics.

Program Changes

Writing Across the Curriculum Program: Changes for Fall 2003 Implementation of New General

Education Program

After much discussion of issues that are best reserved for consideration in this year's charge to UCAPC to study and assess WAC, the committee approved the following:

WRITING ACROSS THE CURRICULUM: Program Changes

Future Agenda Items

Credit by Examination Policy

The Committee began a review of this policy last academic year with the intention of carrying its review forward to this year. Much information from the Registrar was required to conduct this review. The committee will contact the Registrar to determine the status of previous requests for information.

Response to UCAPC's email to faculty and staff calling for concerns, issues, etc. pertinent to the committee's responsibility

Many emails were received regarding issues related to parking, compensation, campus food service prices, etc. etc. The chair decided it best not to bring those issues before the committee for consideration. One email actually did raise a concern related to an academic policy, removing an "F" for cheating, but it needed much clarification. The individual submitting the concern was asked to submit more detail for future consideration by the committee.

Conversion to 4 credit hour base in the College of Business

It was announced that the College of Business faculty voted to convert from a 3 credit hour to a 4 credit hour base in course offerings. Depending on the implementation of the conversion, whether it be Fall 2003 or later or in increments seems somewhat uncertain at this time, the committee anticipates future degree program changes and course modification and inventory proposals to accommodate the conversion.

Study and Assess Writing Across the Curriculum

Given the charge to the committee (outlined above) to Study and Assess Writing Across the Curriculum (SAWAC), it was discussed and decided to create an ad hoc subcommittee of UCAPC to carry out the charge. Much appreciation was extended to Carol Loranger for agreeing to undertake the grueling task of chairing the committee. It was further decided that the SAWAC committee would be comprised of faculty representatives from CECS, COBA, COLA (one in addition to Carol Loranger), COSM, CONH, CEHS, LC, as well as the Writing Across the Curriculum Committee Chair, a student government representative, at least one other member from UCAPC, and representation from other campus units as deemed necessary. Formation of the committee will take place over the next week.

Note: The committee scheduled its future meetings for November 7 and (tentatively) December 3. Colleges submitting curriculum and policy proposals for review by the committee need to submit the original and 18 copies at least 8 working days in advance of scheduled meetings.

UCAPC HOME

WRITING ACROSS THE CURRICULUM

Additions in bold
~~deletions struck through~~

Approved by General Faculty 11/14/95, Academic Council 5/1/95, Undergraduate Curriculum & Academic Policy Committee 2/20/95; incorporates revisions approved by Academic Council 5/5/97 and by Faculty Senate 5/6/02 and General Faculty (5/14/02).

Writing Across the Curriculum (WAC) at Wright State University is a comprehensive program extending writing throughout each student's undergraduate career. The Writing Across the Curriculum program consists of two parts -- Writing in General Education and Writing in the Major--and serves the following purposes:

1. To improve students' writing proficiency -- their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
2. To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
3. To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Part I: WRITING IN GENERAL EDUCATION

~~The Undergraduate Curriculum and Academic Policy Committee (UUCAP) proposes the following requirements, called "Writing in General Education" (GE), as Part I of the University's Writing Across the Curriculum Program:~~

1. ~~that a~~All undergraduate students who first enroll at the University Fall Quarter 1996 or thereafter ~~be required to~~**must** complete four writing intensive (WI) general education courses, or allowable substitutions, in addition to the two required courses in freshman composition; transfer students will complete the WAC/GE requirement in proportion to the amount of the general education program they have completed when they enter the University (see WAC implementation for further details).
2. ~~that e~~Each WI section of a GE course will include writing assignments totaling approximately 1500 words, which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). All the writing will count as part of students' performance in the course. Responsibility for ensuring that these

- course requirements are met rests with the colleges offering the courses and the Writing Across the Curriculum Committee.
3. ~~that~~ WI sections are offered in required GE substitution courses, as well as in be offered in standard GE courses, ~~as well as in GE substitution courses~~. In instances where the required substitutions are a sequence of two or -three courses ~~sequence~~, only one of the courses in the sequence need be writing intensive.
 4. ~~that, a~~As with "Writing in the Major," students must pass the "writing intensive" portion of a GE course in order to fulfill the university requirement for the program. Grading for the WI portion of a course ~~will be~~ pass/no entry. Students are encouraged to complete all four Writing in-Intensive GE courses (~~in addition to as well as~~ English 101 and 102) or to have demonstrated writing proficiency as described in #5 below by the time they have attained junior status.
 5. ~~that s~~Students who do not successfully complete the WI portion of four GE courses (excluding English 101 and 102) may satisfy the requirements for writing proficiency in GE in any one of the following three ways:
 - a. pass the WI portion of at least two GE courses and earn a grade of C or better in an approved advanced writing course.
 - b. pass the WI portion of at least two GE courses and prepare an acceptable portfolio that includes writing on demand.
 - c. earn a grade of C or better in an approved advanced writing course and prepare an acceptable portfolio that includes writing on demand.
 6. ~~that the University's GE Assessment Plan include a systematic evaluation of students' abilities to write and include a mechanism for modifying the Writing in GE Program as appropriate to achieve program goals. Copies of the plan for assessing Writing in General Education are available in the office of the WAC Coordinator.~~

The combination of four writing intensive courses in GE and two writing intensive courses in the major. The six courses (including freshman composition) required here in Writing in GE coupled with the two WI courses required in the major means that the Writing Across the Curriculum Program at WSU will require ~~s~~ that each undergraduate student to complete a minimum of eight-six writing intensive courses in addition to their required freshman composition courses.

*pass = the equivalent of a C grade or better

NOTE: ~~Beginning with the 1996/97 academic year, the four designated GE writing intensive courses, in addition to ENG 101 and 102, are 1) Great Books: Literature, Philosophy, Religion; 2) SOC 200; 3) EC 200; 4) a science course. With the implementation of the revised GE program in Fall Quarter 2003, GE writing intensive courses will be available in a number of areas, including (but not limited to) the following: Great Books: Literature, Philosophy, Religion; SOC 200; some sections of EC 200; Comparative Studies (CST/CSE) and Regional Studies (RST/RSE); College Component courses; a science course. Students completing the 1987 General~~

Education program may count writing intensive courses in the 2003 GE program toward fulfilling their writing intensive requirements.

Part II: WRITING IN THE MAJOR

Beginning Fall Quarter 1996, all incoming first-year students and transfer students must successfully complete two Writing Intensive courses in their major field in order to graduate. Successful completion of Area One General Education writing courses (ENG 101 and 102) is a prerequisite for all Writing Intensive courses in the major.

--Writing Intensive sections of current courses. Any course in a major program may be designated "Writing Intensive" by the unit offering the course. Writing Intensive courses will have at least 4500 words (18 double-spaced pages) of writing, at least half of which will be evaluated formally and all of which will count as part of students' performance in the course. Writing Intensive courses must meet criteria established and monitored by the Writing Across the Curriculum Committee. Responsibility for ensuring that WI course requirements are met rests with the department offering the course, the college, and the WAC Committee.

Guidelines and examples of how the writing requirement may be met are available from the Writing Across the Curriculum Committee Coordinator. Additional assistance is provided by the University Writing Center, and the University Writing Center will provide faculty with guidelines and examples of how the writing requirement may be met.

To permit flexibility in scheduling and staffing, units may designate certain sections of a course as Writing Intensive during any quarter. Course sections designated Writing Intensive will be identified in the quarterly class schedule.

--Independent Writing Project. Under exceptional circumstances, a paper of at least 2500 words written under the direction of a faculty member in the student's major field will be accepted for Writing Intensive credit. This option may count as no more than one Writing Intensive course and must be approved by the chair of the student's major department. Students are expected to fulfill the rest of the minimum requirement by completing one or more regular WI courses.

WRITING INTENSIVE COURSE GRADING

Writing Intensive credits are entered separately from course grades on student transcripts as PASS/NO ENTRY. In order to receive a PASS, students must complete the writing component of a WI course with a grade of C or better. Students who do not pass the writing component of a WI course but receive a D or better for the course grade need not repeat that course, unless it is required by the major. They must, however, pass the writing components of two WI courses to fulfill the requirement.

ASSESSMENT

~~A systematic plan for assessing the Writing in the Major Programs will be developed, implemented, and coordinated with the Writing in GE assessment plan by the Writing Across the Curriculum Committee. Copies of the plan for assessing Writing in the Major are available in the office of the WAC Coordinator.~~

**PROPOSED IMPLEMENTATION OF WRITING ACROSS THE CURRICULUM:
WRITING IN GENERAL EDUCATION AND WRITING IN THE MAJOR**

1. Each designated Writing Intensive (WI) course in the major and in general education ~~will be~~ identified as such in the quarterly class schedule, ~~e.g.:~~
~~SOC 200 – Social Life – Writing Intensive~~
~~ACC 204 – Financial Accounting I – Writing Intensive~~
2. For record-keeping purposes and to allow maximum scheduling flexibility, each designated ~~Writing Intensive~~WI course ~~will be~~ assigned a 0-credit "lab" to represent the writing component of the course. The lab ~~will be~~ graded pass/no entry (P/no entry). The Registrar ~~will add~~ the lab to the course after the drop date has passed, thereby removing the need for students to register for both the course and the lab and preventing them from dropping the writing component of a course while retaining the course itself, or vice versa. Likewise, removal of credit for the course grade will also remove credit for the writing component.

Each writing section, ~~then, will~~ generate 2 grade sheets, one for the ~~content~~ course grade, one for the ~~writing~~WI grade (P/no entry). Both grades will appear on the student's transcript and permanent record (unless a student fails the writing component of a course, in which case there will be no entry).

3. Students taking ~~"writing"~~WI courses within the general education program or within the major can 1) pass both the course and the ~~attached writing "lab"~~WI component; 2) pass the course and fail the ~~writing lab attached to the course~~WI component; or 3) ~~they can~~ pass the ~~writing lab~~WI component of the course but fail the course itself.
 - A. A student who does not successfully complete the WI portion of four GE courses (excluding English 101 and 102) may satisfy the requirements for writing proficiency in GE in any of the following three ways:
 - a. pass the WI portion of at least two GE courses and earn a grade of C or better in an approved advanced writing course.
 - b. pass the WI portion of at least two GE courses and prepare an acceptable portfolio that includes writing on demand.
 - c. earn a grade of C or better in an approved advanced writing course and prepare an acceptable portfolio that includes writing on demand.

- B. To fulfill the Writing in the Major requirement only (This option is not available to students fulfilling the Writing in GE requirement.), take the "Independent Writing Project" available within the program or a designated writing intensive independent reading course. Each department ~~would~~ designates the appropriate course needed to complete the requirement. Students may use the "Independent Writing Project" or the designated writing intensive independent reading course to fulfill only one of the two-course requirement.
- C. A student who passes ~~the "lab," or writing intensive~~WI portion of a course but fails the course itself may receive credit for fulfilling the writing requirement but may/will still need to repeat the course to fulfill the major or general education requirement.
- D. A student who drops a writing intensive course ~~will also be~~ automatically ~~dropping~~ drops the "lab" attached to the course. In other words, it will not be possible to drop a course and retain the ~~writing lab attached to~~WI component of the course.
4. Transfer students who have completed the transfer module that is part of the Ohio Articulation and Transfer Policy will be considered as having met the Writing in GE requirements. Transfer students who have completed at least 75% (40 hours) of the transfer module may meet the Writing in GE requirement by completing one writing intensive course. Transfer students who have completed less than 75% (40 hours) of the transfer module must complete the University's general education requirements, including the Writing in GE requirement, as follows:

50%-74% (28-39 hours) of general education completed -- successfully complete two WI courses, in addition to English 101 and 102.

25%-49% (14-27 hours) of general education completed -- successfully complete three WI courses, in addition to English 101 and 102.

fewer than 25% or 14 hours of general education completed - successfully complete all four designated WI courses, in addition to English 101 and 102.

When students who still need writing intensive credit in General Education courses already have credit for the General Education courses designated as writing intensive at WSU, those students may apply credit from other designated writing intensive courses to meet that requirement. Those courses may be in General Education (e.g., a second writing intensive science course) or, when available, a third writing intensive course in the major. No writing intensive course in the major will be counted toward both General Education and writing in

the major requirements.

Transfer students who do not successfully complete the WAC requirements above may satisfy the requirements for writing proficiency in GE by completing the appropriate substitution described under 5 a.b.c. under "Writing in General Education."

Transfer students must complete the two-course writing requirement in the major.

5. Returning students ~~who matriculated at the University prior to Fall 1996 and who have been away from the university for a year or more, who are under the new general education program, who have not been enrolled at the university for four or more consecutive quarters~~ and who have not completed ~~those~~ general education requirements, must complete the Writing in General Education requirements as follows:

at least 75% (40-56 hours) of general education completed -- successfully complete one WI course, in addition to ENG 101 and 102.

50%-74% (28-39 hours) of general education completed -- successfully complete two WI courses, in addition to ENG 101 and 102.

25%-49% (14-27 hours) of general education completed -- successfully complete three WI courses, in addition to ENG 101 and 102.

less than 25% (fewer than 14 hours) of general education completed - successfully complete all four writing intensive courses, in addition to ENG 101 and 102.

~~Returning students who matriculated at the University prior to Fall 1996, who have been away from the University for a year or more, who are eligible to complete the "old" general education program, and who have completed at least 75% of those requirements must successfully complete one writing intensive course, in addition to ENG 101 and 102.~~ When returning students who still need writing intensive credit in General Education ~~courses~~ have already taken the earlier versions of General Education courses now designated as writing intensive, those students may apply credit from other designated writing intensive courses to meet that requirement. Those courses may be in General Education (e.g., a second writing intensive science course) or, when available, a third writing intensive course in the major. No writing intensive course in the major will be counted toward both General Education and writing in the major requirements.

Returning students who do not successfully complete the requirements above

may satisfy the requirements for writing proficiency in GE by completing the appropriate substitution described under 5 a.b.c. under "Writing in General Education."

Returning students must complete the two-course writing requirement in the major. In the event a returning student has completed earlier, non-WI versions of courses now offered as the department's WI courses and no further WI courses in the major are available, the student will complete the independent writing project to cover one of the courses; the requirement for the second course can be waived with the approval of the department.

6. WSU graduates returning to earn another undergraduate degree must complete the Writing in the Major requirements.
7. Students pursuing a dual major may have the writing requirements for ~~the second one~~ major waived at the discretion of ~~the that~~ department/college.

~~All colleges/units are asked to incorporate the requirements for WAC/GE and for Writing in the Major into the college/unit checksheets for majors.~~ Each college/unit ~~will be~~ responsible for monitoring the progress of its majors in completing the university Writing Across the Curriculum requirements.

Oversight and Faculty Development

~~The University Undergraduate Curriculum and Academic Policy Committee recommends:~~

1. ~~that a~~ The Writing Across the Curriculum Committee ~~be established as is~~ a standing subcommittee of the Undergraduate Curriculum and Academic Policy Committee (UCAPC), and the chair of that committee also serves our committee, whose chair will also serve as a non-voting member of the Curriculum Committee (UUCAPC). The Writing Across the Curriculum Oversight Committee ~~will have~~ has oversight responsibility for writing in both GE and in the Major. The committee ~~should~~ includes the following members: one faculty member from each undergraduate college who teaches or has taught Writing Intensive courses; the Director of the University Writing Center; the Director of Writing Programs (or department designee), Department of English Language and Literatures; a representative from the English as a Second Language (ESL) program; a representative for the General Education Oversight/Assessment Committee; and a student member.

The Writing Across the Curriculum Committee ~~should be~~ is charged with recommending action and policy to the Undergraduate Curriculum and Academic Policy Committee for Writing Across the Curriculum requirements. The WAC

Committee ~~shall have the~~has responsibility for the following areas: Writing in General Education requirements; Writing in the Major requirements; approval of criteria for Independent Writing Projects; monitoring and assessment of Writing Across the Curriculum, including Independent Writing Projects, Writing Intensive Courses, and WAC faculty development programs and activities.

- ~~that the University provide a sustained and vigorous program of faculty development for all WAC faculty and fund it accordingly. This program would be monitored and assessed by the Proposed GE Oversight/Assessment Committee and administered by the University Writing Center and the Center for Teaching and Learning. The WAC Coordinator is responsible for devising and offering ongoing faculty development programs, many of which are developed in conjunction with the University Writing Center and the Center for Teaching and Learning.~~

ACKNOWLEDGMENTS

The Writing Across the Curriculum program was developed by a number of individuals over a period of several years. The proposal approved by General Faculty on November 14, 1995, included the following acknowledgments:

The University Undergraduate Committee and Academic Policy Committee wishes to thank Lillie Howard, Associate Provost for Undergraduate Education and Academic Affairs, for her assistance to us and her many efforts to bring Writing Across the Curriculum to fruition.

We also wish to acknowledge the many individuals who prepared earlier drafts of this proposal:

ACKNOWLEDGMENTS FOR 1991/1992 PROPOSAL

Richard Bullock, Director of Writing Programs, Department of English Language and Literatures, in the formulation of this proposal, as well as the assistance of other members of the ad hoc Committee on Writing Across the Curriculum: Deans Perry Moore, James Brandeberry, Jane Swart, Don Carlson, and Richard Millman; Associate Deans William Rickert, Charles Willis, and Rishi Kumar; Chairers Peter Bracher, Herb Brown, and Ed Rutter; and faculty members Leo Finkelstein, Harry Lipsitt, Jim Schwartz, and Marjorie Pappas; and Associate Vice President for Academic Affairs, Lillie Howard. We also acknowledge the assistance and participation of Rudy Fichtenbaum, Vice President of the Faculty (1990-1991), Susan Praeger, Chair, University Curriculum Committee, Gerald Meike and Richard Mercer.

ACKNOWLEDGMENTS FOR 1994 PROPOSAL

The 1994 Ad Hoc Committee for Writing Across the Curriculum -- Greg Bernhardt, Tom Sav, Edgar Rutter, Barbara O'Brien, Harry Lipsitt, William Rickert, Lillie Howard, Gail

Fred -- as well as the support of Provost Will Hutzler and all of the Deans. We also acknowledge the invaluable assistance of Richard Bullock, Chris Hall, Henry Limouze, and other members of the Writing faculty in the Department of English Language and Literatures; of President of the Faculty, James Sayer; Jeane Fraker, Toby Pinkerton (student), and all other members of the University Undergraduate Curriculum and Academic Policy Committee; and the general University Faculty.