UNIVERSITY OF GEORGIA

University of Georgia
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University Council

January 14, 2022

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Undergraduate Student Representative – Matthew Jue
Graduate Student Representative – Sarah Burns

Dear Colleagues:

The attached proposal to revise the CAPA submission guidelines for courses with an R, S, or W suffix will be an agenda item for the January 21, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair
University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Rahul Shrivastav

UNIVERSITY OF GEORGIA

Office of Instruction
308 New College
205 Herty Drive
Athens, Georgia 30602
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January 6, 2022

Dr. Susan Sanchez, Chair
University Curriculum Committee

Dear Dr. Sanchez:

A few years ago, the USG launched the "Bringing HIPs to Scale" project to increase the number of high impact practice opportunities throughout the USG. High-Impact Practices, colloquially known as HIPs, are a set of teaching and learning activities whose positive impact on students, particularly those from groups traditionally underserved by higher education, has been established by educational research. Because research also shows that underserved students are the least likely to have access to these high-impact practices, one focus of the USG project is equity and inclusion.

For the USG project, every Provost in the System was asked to create a HIPs Implementation team to oversee the project on their campus. Provost Hu appointed Lindsey Harding, Paul Matthews, Maria Navarro, and Naomi Norman (chair) as UGA's team. While there are 11 distinct high-impact practices (see the attached chart), we decided to focus initially on four: first-year seminars (operationalized as courses with the FYOS prefix); service-learning courses (operationalized with the S suffix); writing-intensive courses (operationalized with the W suffix); and undergraduate research courses (operationalized with the R suffix). Each of these four high-impact practices is course-based, institutionally identifiable, and approved through faculty governance; together they comprise at least 838 course sections. Their unique suffixes and prefix make them easy to track, allowing us to collect data and set some standards and goals before moving on to other HIPs at UGA.

The HIPs team met with UGA's registrar and curriculum systems staff in July 2021 to address areas related to this HIPs initiative, primarily revising the descriptions for the three suffixes and notifying the relevant office when new courses with the suffixes are proposed.

The HIPs team revised the language for each of the three course suffixes which better clarifies their status as HIPs to replace existing language in the "Course Suffix Guidelines" drop-down in https://reg.uga.edu/faculty-governance/course-approval/. On behalf of the team, I hereby submit these revisions to the UCC for approval.

Sincerely,



Naomi J. Norman
Associate Vice President for Instruction
Chair of the HIPs Implementation Team

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Revised HIP Course Suffix Guidelines

When each suffix was first approved by UCC, there was a detailed proposal justifying the need for the suffix and how it would be used. The original proposals are attached as appendices. Presented below are revised descriptions of each suffix that faculty will include when proposing a new course in CAPA.

Current Guidelines:

R Suffix - Undergraduate Research Course (CURO)
Example of course ID: **CSCI 4960R**
The R suffix is used for courses that are designed for substantive, independent, and faculty-mentored undergraduate research. R suffix courses will be routed through the Honors Program for approval.

Revised Guidelines:

R Suffix - Undergraduate Research
Example of course ID: **CSCI 4960R**

The R suffix is used for CURO-approved undergraduate research courses, a high-impact practice (HIP). Undergraduate research is offered through a progressive R-suffix research course sequence to promote a student's increasing skill development and depth of inquiry, as well as growing independent research capability. In these courses, students apply understanding of the discipline to identify or shape research questions, and apply knowledge, skills, and techniques learned to this research. Students learn to gather data, synthesize relevant literature, analyze and interpret data, and communicate their research, as appropriate.

The courses in the sequence are designated with the R suffix in course numbers 4960R, 4970R, 4980R (for research courses), and 4990R (the capstone of the sequence, a research thesis), and are available in most departmental course prefixes. At least one prior research course is required to register in the thesis course.

Proposals for additional R suffix course numbers may be considered if necessary to address a specific need or separate niche not covered by the existing course sequence. In all cases, courses with an R suffix will have the minimum requirements:

- individualized, independent, faculty-mentored research;
- students engage in research for at least 45 hours of research per credit hour earned;
- students complete at least one significant written assignment. Oral presentation ofresults, and participation in research-group meetings, is also highly recommended;
- students receive substantial feedback from the faculty mentor on their research progress

and written (and oral if applicable) presentation of results.

Proposals for R suffix courses will be routed first through the Honors College for approval.

Current Guidelines:

S Suffix - Service-Learning Course
Example of course ID: **CSCI 2000S**

The S suffix is used for courses with a service-learning component. Justification for a course having an S suffix should be entered into the Non-Traditional Format field on the course application. For justification, copy and paste the bulleted paragraph below that is the most appropriate for your course.

- Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Student engagement in the service-learning component will be up to 25% of overall instruction time.
- Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 25-50% of the overall instruction time.
- Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 50-75% of the overall instruction time.
- Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 75-100% of the overall instruction time.

Evidence of service-learning must be included in the Course Objectives and/or Topical Outline section of the course approval form. S suffix courses will be routed through the Office of Service Learning for approval.

Revised Guidelines:

S Suffix - Service-Learning
Example of course ID: **CSCI 2000S**

The S suffix is used for courses with a service-learning component, a high-impact practice (HIP). Service-learning courses engage students through placements or projects in addressing a real-world, community-identified need that relates to the course learning objectives and serves the public good. Through critical reflection activities, students demonstrate how their work benefits the community as well as enhances their academic, civic, and/or personal learning. While the amount, focus, and partners for community-based work can vary substantially, all S courses must include student involvement in, and reflection on, projects/placements applying course content to benefit the (local, state, national, or international) community.

Evidence of service-learning must also be included in the Course Objectives and/or Topical Outline section of the course approval form; see examples on the Office of Service-Learning website.

Proposals for S suffix courses will be routed through the Office of Service-Learning for approval.

Current Guidelines:

W Suffix - Writing Intensive Course
Example of course ID: **CSCI 2000W**
The W suffix is used for courses that are writing intensive, which means that the course will include substantial and ongoing writing assignments that prepare students for further writing in their academic work, in graduate school, and in professional life.

Revised Guidelines:

W Suffix - Writing Intensive
Example of course ID: **CSCI 2000W**

The W suffix is used for courses taught as writing intensive, a high-impact practice (HIP). Writing intensive courses include substantial and ongoing writing assignments that a) facilitate learning; b) teach the communication values of a discipline—for example, its practices of argument, evidence, credibility, and format; c) support writing as a process; and d) prepare students for further writing in their academic work, in graduate school, and in professional life. Writing instruction and assignments are integral to the class's learning objectives, and the instructor (and/or the teaching assistant assigned to the course) will be closely involved in supporting students as writers.

More specifically, writing-intensive classes

- Involve students in informal writing assignments that promote course learning;
- Stage and sequence assignments to encourage writing as a process of creating and communicating knowledge;
- Maximize opportunities for guidance, feedback, and revision;
- Teach the writing conventions that are inseparable from modes of inquiry in a discipline;
- Make writing a substantive component of the overall course grade to underscore the value of writing to the course, the discipline, and student learning.

Proposals for W suffix courses will be routed first through the Writing Intensive Program for approval.

Proposed Guidelines:

Courses Eligible for Multiple Suffix Designations

Some courses may be eligible to be designated with more than one suffix type. For example, a service-learning course (S suffix) that is also Writing Intensive (W suffix). Courses that are eligible for more than one suffix designation should follow guidance from the Curriculum Systems unit within the Office of the Registrar on which primary suffix to use to designate the course. The additional course designation(s) will be identified by using appropriate "attributes" for institutional tracking for all eligible types.

For example, service-learning courses that are also Honors or Writing Intensive courses should request an S suffix with the same information as above, but also include "honors," or "writing intensive," in the course title as appropriate so the attributes can be designated accurately. Courses that include service-learning but are designated with a suffix other than S (e.g., E, L) should have the above content reflecting the service-learning component and should include "service-learning" in the course title; these courses will have a SERV (service-learning) attribute in Banner and will be treated the same as S courses for institutional reporting.

Please contact Curriculum Systems at capa@uga.edu or 706-542-6358 with questions about designating courses with multiple suffix types.

Appendix 1

R Suffix Proposal

UNIVERSITY OF GEORGIA

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University Council

August 17, 2018

UNIVERSITY CURRICULUM COMMITTEE – 2018-2019
John C. Maerz, Chair
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Mitchell Rothstein (Sciences)
Business – Rich Gooner
Ecology – Sonia Altizer
Education – Morgan Faison
Engineering – E.W. Tollner
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Family and Consumer Sciences – Patricia Hunt-Hurst
Forestry and Natural Resources – Joseph Dahlen
Journalism and Mass Communication – James Hamilton
Law – Randy Beck
Pharmacy – Robin Southwood
Public and International Affairs – Jeffrey Berejikian
Public Health – Anne Marie Zimeri
Social Work – Harold Briggs
Veterinary Medicine – Susan Sanchez
Graduate School – Amy E. Medlock
Ex-Officio – Interim Provost Libby V. Morris
Undergraduate Student Representative – Ali Elyaman
Graduate Student Representative – TBD

Dear Colleagues:

The attached proposal from the Honors Program and the Center for Undergraduate Research Opportunities for a new R-suffix, Research, will be an agenda item for the August 24, 2018, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair
University Curriculum Committee

cc: Interim Provost Libby Morris
Dr. Rahul Shrivastav

Proposal to create an R-suffix to designate courses for substantive, independent, faculty-mentored research

Summary of the Proposal

This is a request to create an R-suffix that would be assigned to courses designed for substantive, independent, faculty-mentored undergraduate research. A university-wide designation for research courses would facilitate UGA's capturing and reporting of undergraduate research that adheres to institutional standards.

The R-suffix would designate "research" courses in the same fashion that the S-suffix designates Service Learning courses, W designates writing intensive courses, H designates Honors courses, and E designates online courses.

Creation of the R-Suffix

The R-suffix will be used for courses with substantive, independent, faculty-mentored research. Standards, parameters, and minimum requirements for R-suffix courses are included in this proposal. While the sample syllabus includes the minimum requirements, departments may modify the requirements and the syllabus to adapt to their own disciplines. They may also include additional requirements or details in the CAPA course proposal fields for their courses, including the course objectives and topical outline fields.

CURO Research Progressive Course Series

The full CURO course series will be created automatically with the R-Suffix in all prefixes.

The following courses will be added:
XXXX4960R – Faculty-mentored undergraduate research I
XXXX4970R – Faculty-mentored undergraduate research II
XXXX4980R – Faculty-mentored undergraduate research III
XXXX4990R – Undergraduate research thesis (or final project)

The following CURO/Honors courses will be deleted to eliminate confusion:
XXXX4960H – Faculty-mentored research
XXXX4970H – Faculty-mentored research
XXXX4980H – Faculty-mentored research
XXXX4990H – Thesis (or final project)

The existing course versions of the H series will be eliminated and replaced with the R-suffix to avoid inconsistencies. These "new" courses will have an updated CAPA description and syllabus which departments may adapt to their discipline. Additional R-Suffix courses will be able to be proposed and approved.

To avoid confusion, we request also that all units consider renumbering their 4960-4990 courses that are not research-focused, eliminate redundancy by deleting 4960-4990 courses that are equivalent to the 4960R-4990R courses, and reserve those course numbers for the R-suffix courses. CURO will follow up with a concerted effort to communicate with colleges and units to facilitate these changes.

Minimum Requirements for the R-Suffix

Minimum requirements for all R-suffix courses:

1. Close supervision of a faculty member as the student undertakes a systematic and in-depth inquiry into unknown, fundamental, and applied problems; or creative activity designed to increase collective knowledge about humanity, culture, society, and/or the use of this knowledge to devise novel applications.

2. The student will have to apply understanding of the discipline to identify or shape research questions and apply skills and techniques learned to the research project.
3. Students will gather data, synthesize relevant literature, analyze, and interpret data.
4. The student will present results in writing and in other communication formats.
5. The student will receive feedback from the faculty mentor on their research progress and written, oral, or digital presentation of results or key products.
6. A minimum of 45 hours of work per credit hour per semester is required.

Additional requirements for thesis/capstone product R-suffix courses, including XXXX4990R:

1. Students will write or produce a properly formatted thesis or other appropriate professional capstone product such as a report or portfolio that describes their systematic and in-depth inquiry into an unknown, fundamental, or applied problem.
2. The capstone product is produced in close collaboration with the faculty member.
3. The student will have presented results in the form of a thesis or professional product and through the formal presentation of the thesis or product to faculty and peers during an approved event.
4. The student will receive feedback from the faculty member on the overall execution of their thesis or other capstone project and associated presentations.

R-Suffix – Routing

Courses with R-suffix will be proposed and approved through the online course approval process (CAPA). The routing will also include consideration and approval by the Center of Undergraduate Research Opportunities and the Experiential Learning Subcommittee.

CAPA Routing:

Faculty Initiate proposal with R-suffix
Consideration and Approval by department
Consideration and Approval by School/College
Consideration and Approval by CURO
Consideration and Approval by Experiential Learning Subcommittee
Consideration and Approval by appropriate UCC Subcommittee
Consideration and final approval by UCC Executive Committee

Experiential Learning

An immediate advantage of the R-suffix will be the standardization and rigor of independent, faculty-mentored research/scholarship that meets the criteria of the Experiential Learning Requirement. CURO and the EL UCC subcommittee will be included in the approval process for the R-suffix courses. Thus, we suggest they also approve R-suffix courses that satisfy the Experiential Learning Requirement to appear on the Experiential Learning Transcript. This will allow academic units, at their discretion, to accept an R-suffix course for the fulfillment of the Experiential Learning Requirement for their majors.

CAPA DRAFT PROPOSAL

1. COURSE ID:

R-suffix courses (see specific **additional** notes for 4960R, 4970R, 4980R, and 4990R)

2. TITLES

Course Title:
XXXX4960R – Faculty-mentored undergraduate research I
XXXX4970R – Faculty-mentored undergraduate research II
XXXX4980R – Faculty-mentored undergraduate research III
XXXX4990R – Undergraduate research thesis (or final project)
Course Computer Title:
XXXX4960R – Undergraduate research I
XXXX4970R – Undergraduate research II
XXXX4980R – Undergraduate research III
XXXX4990R – Undergraduate thesis

3. COURSE DESCRIPTION (must be 50 words or less)

General R-suffix courses: Faculty-supervised independent or collaborative inquiry into fundamental and applied problems within a discipline that requires students to gather, analyze, and synthesize and interpret data and to present results in writing and other relevant communication formats.

Description for thesis course XXXX4990R: Faculty-supervised independent or collaborative inquiry into fundamental and applied problems within a discipline that requires students to gather, analyze, and synthesize and interpret data. Students will write or produce a thesis or other professional capstone product, such as a report or portfolio, that describes their systematic and in-depth inquiry.

4. GRADING SYSTEM

A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

	FIXED	VARIABLE		
Credit Hours		1	to	6

6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are fewer than credit hours, please justify)

Note:
This CAPA syllabus is a temporary and general preliminary syllabus. Recognizing that research takes different shapes, we emphasize that after initial course approval, departments may initiate a course change proposal in CAPA to modify the syllabus of their course and adapt it to their discipline.

Minimum requirements for all syllabi: Students will meet with faculty mentor on a regular basis. A minimum of 45 hours of work per credit hour per semester.

Minimum requirements for all syllabi: All R-suffix courses should include formative writing or presentations and feedback experiences with the faculty mentor that provide growth in field-specific communicative techniques.

For the 4960R, 4070R, 4980R sequence: These courses belong to a progressive research course sequence to promote a student's increasing skill development and depth of inquiry, as well as growing independent research capability. The courses require the close supervision of a faculty member as the student undertakes a systematic and in-depth inquiry into unknown, fundamental, and applied problems. In some cases, the student will work collaboratively as part of a research team. The student will have to apply understanding of the discipline to identify or shape research questions and apply skills and techniques learned to the research project. Students will gather data, synthesize relevant literature, analyze, and interpret data. The student will present results in writing or through participation in research-group or program meetings and meetings with their faculty mentor. The student will receive feedback from the faculty mentor on their research progress and written or oral presentation of results. A minimum of 45 hours of work per credit hour per semester is required.

For 4990R: This is a capstone course under the direct supervision of a faculty member. This course may be the culmination of the 4960R-4980R sequence. Students will write a thesis or other professional capstone product, such as a report or portfolio, that describes their systematic and in-depth inquiry into an unknown, fundamental, or applied problem. The thesis or capstone product is written in close collaboration with the faculty member and must be approved by that faculty member. The student will apply understanding of the discipline to identify or shape the research question and apply skills and techniques learned to complete the research project. The student will have gathered data, synthesized relevant literature and materials, analyzed, and interpreted data. The student will demonstrate in writing the contribution of their work to the discovery and interpretation of knowledge significant to their field of study. The student will have presented results in the form of a properly formatted, professionally rigorous thesis document or other appropriate professional capstone product and through the formal presentation of the thesis or product to faculty and peers during an approved event. The student will receive feedback from the faculty member on the overall execution of their thesis project, the written thesis, and their presentation.

7. REPEAT POLICY

Course can be repeated for credit – maximum credit allowed 8 hours

8. DUPLICATE CREDIT STATEMENT (do not list quarter course IDs)

9. REQUIRED PREREQUISITES

Permission of department

10. PREREQUISITE OR COREQUISITE COURSES

11. COREQUISITE COURSES

12. PRIMARY DELIVERY MECHANISM (select only one):

Directed Study

13. COURSE WILL BE OFFERED

Every Year - Fall Spring Summer

14. DESIRED EFFECTIVE SEMESTER AND YEAR

Semester following UCC approval

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

The expected learning outcomes for a student in a directed research course are:
1. The student will pose and test questions, hypotheses, or problems drawn from concepts in their discipline.
2. The student will utilize foundational principles in planning and executing a research project.
3. The student will carry out basic research techniques and methods.
4. The student will conduct research according to the highest ethical standards.
5. The student will demonstrate how a research program is organized and carried out.
6. The student will engage in professional communication through written and verbal participation in laboratory, academic, or professional meetings or conferences.

TOPICAL OUTLINE

Students must apply through a sponsoring faculty member to conduct research. Each research experience is an independent collaboration between the faculty member and the student. As such, there is no set topical outline. Instead, faculty mentor and student should develop their own work plan and determine course requirements and grading procedures (individualized syllabus). **A minimum requirement is that the student present results in writing and through presentations in meetings with peers and faculty and that they will receive feedback from their papers or presentations.**

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic integrity.

Appendix 2

S Suffix Proposal

1785
The University of Georgia

College of Agricultural and Environmental Sciences
Department of Horticulture

February 12, 2008

MEMORANDUM

TO: Fiona Liken
Office of Curriculum Systems

FROM: David Knauft, Chair David Knauft
UGA Service-Learning Curriculum Committee

SUBJECT: "S" suffix for service learning courses

Enclosed is a proposal from University of Georgia faculty requesting that the Office of Curriculum Systems create a suffix "S" that would be assigned to courses offered with a service-learning component.

UGA's Family and Consumer Sciences Guide to Service-Learning characterizes service-learning as "a philosophy and methodology involving the application of academic skills to address or solve real-life needs or problems in the community, in collaboration with community partners." http://www.fcs.uga.edu/newfacs/college/sl_definitions.html. The University has major efforts to expand service-learning, coordinated through the Office of Service-Learning (OSL) (www.servicelearning.uga.edu). Many courses, or portions of courses, offer students a service-learning experience. Assigning a suffix to these courses would benefit students, as the designation would be reported on their transcripts. It would allow straightforward inventory and tracking of courses, faculty, and students participating in service learning. This would provide additional exposure to service learning, it could be used in the recruitment of students to specific courses, it would benefit the university in completion of various inventories and surveys, including the National Survey of Student Engagement, and it could provide assistance to the documentation of student outcomes mandated by the recently adopted general education requirements.

Instructors of currently existing as well as newly proposed service-learning courses would request, through CAPA, to include the "S" suffix after their four-letter and four-number course designation (e.g., ELAN 4620S). When the course is edited in or loaded into the CAPA system the originator/instructor of the course would request the "S" suffix. When this option is selected, faculty should indicate the nature of the service-learning activity (or activities) in the topical outline. Faculty would also be directed to the "non-traditional" format section. In this section, the instructor will be asked to indicate what distinguishes their course as one that merits the "S" suffix. They will also be asked to determine the "level" or "degree" of service-learning entailed by the course, based on a four-degree scale (below). These degree scales will only be used

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internally and will not appear on student transcripts. However, this information is expected to be used internally by the institution to track more closely the kinds of service-learning that students engage in.

"S" Suffix for Service-Learning Courses: Four Degrees of SL

1. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Student engagement in the service-learning component will be up to 25% of overall instruction time.

2. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 25-50% of overall instructional time.

3. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 50-75% of overall instructional time.

4. Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. The course uses service-learning as the primary pedagogical tool for teaching course objectives. Students will work on a comprehensive project(s) and may be required to spend considerable time outside the classroom. Students will be engaged in the service-learning component for approximately 75-100% of overall instructional time.

The "nontraditional format" window will also contain a link directly to the OSL website page that provides more detail on the definition of service-learning, service-learning pedagogy and best practices, as well as sample syllabi of existing UGA courses that meet each of the four degree criteria.

Courses requesting this designation will be reviewed by the OSL Curriculum Committee as a part of the CAPA approval process. The most appropriate and efficient method for inclusion of the OSL Curriculum Committee in the process will be determined in collaboration with the Office of Curriculum Systems. The OSL review will primarily be used to assist faculty in defining service-learning within their course and course syllabus, and to assist in the assignment of the appropriate degree of service learning. Within a particular department, there may be both a service-learning and non-service-learning section of the same course (e.g. HORT 2000 and HORT 2000S), and the individual department and instructor would decide which version(s) to offer in a given semester.

Appendix 3

W Suffix Proposal

The University of Georgia

University Council
Athens, Georgia 30602

February 5, 2010

UNIVERSITY CURRICULUM COMMITTEE – 2009-2010
Mr. David E. Shipley, Chair
Agricultural and Environmental Sciences - Dr. Timothy L. Foutz
Arts and Sciences - Dr. Roxanne Eberle (Arts)
Dr. Rodney Mauricio (Sciences)
Business - Dr. James S. Linck
Ecology - Dr. James W. Porter
Education - Dr. Yvette Q. Getch
Environment and Design - Mr. Scott S. Weinberg
Family and Consumer Sciences - Dr. Jan M. Hathcote
Forestry and Natural Resources - Dr. Sarah F. Covert
Journalism and Mass Communication - Dr. Wendy A. Macias
Law – No representative
Pharmacy - Dr. Keith N. Herist
Public and International Affairs - Dr. Jerome S. Legge
Public Health – Dr. Phaedra S. Corso
Social Work - Dr. Patricia M. Reeves
Veterinary Medicine - Dr. K. Paige Carmichael
Graduate School - Dr. Malcolm R. Adams
Undergraduate Student Representative – Cameron Secord
Graduate Student Representative – Lauren King

Dear Colleagues:

The attached proposal for a W-Suffix (Writing Intensive) will be an agenda item for the February 12, 2010, Full University Curriculum Committee meeting.

Sincerely,

David Shipley

David E. Shipley, Chair
University Curriculum Committee

cc: Professor Jere W. Morehead
Dr. Laura D. Jolly

The University of Georgia

Franklin College of Arts and Sciences
Department of English

February 3, 2010

David Shipley
Chair, University Curriculum Committee
The University of Georgia
c/o Office of Curriculum Systems
116 Franklin House

Dear Professor Shipley:

The Writing Board is asking the University Curriculum Committee to consider the creation of a "W" suffix to identify writing intensive courses across the university curriculum.

Attached is a proposal explaining the rationale for creating this suffix, the criteria for designating courses as writing intensive, and a procedure for approving courses for the suffix.

Thank you for bringing this proposal before the committee.

Sincerely,

Elizabeth Davis

Elizabeth Davis, Ph.D.
Coordinator of the Writing Certificate Program
University Writing Board
Department of English
(706) 542-2679
eadavis@uga.edu

W (Writing Intensive) Suffix Proposal for the University Curriculum Committee

In its 2007 report for the Vice President of Instruction, the University of Georgia Task Force on Writing noted:

"A central part of any writing initiative is to make more writing intensive courses available to students...The 2005 Undergraduate Task Force recommended that all undergraduates take two upper-division writing-intensive courses before graduation. Until the university has in place a screening process to identify particular courses as writing intensive, that recommendation cannot be implemented."

While several of the Task Force's recommendations designed to increase writing instruction on campus have been implemented, including the creation of a Writing Certificate Program, there remains no procedure for identifying writing intensive courses. Assigning a "W" suffix to writing intensive courses would have several benefits for students, faculty, and administration. The designation would be reported on students' transcripts, providing evidence of a writing intensive course of study. The W suffix would aid students pursuing the Writing Certificate in making course selections, and would enable the Coordinator of the Writing Certificate Program to more effectively identify courses that would count toward program credit. Transcripts would also give a more complete picture of the academic rigor of a student's coursework with a notation that would identify writing intensive courses. A W designation would give faculty clearer guidelines about the quantity and quality of writing instruction that are necessary for a course to be considered writing intensive. It also would allow for inventory and tracking of courses, and for recognizing faculty and students participating in writing intensive work. Finally, a W designation would enable the university to more accurately document progress toward increasing and supporting writing instruction on campus.

W Suffix: Defining Writing Intensive

Writing intensive courses will exhibit considerable variation across disciplines in terms of the types of writing assigned, but all make writing important to the thinking of the course, give students opportunities to write in low stakes and high stakes situations, and engage students in conversations about writing. For a course to be designated as writing intensive, the following principles must be reflected in the course design:

1. **Writing is an ongoing activity throughout the course and is part of the process of learning content.**
   The course includes substantial and ongoing writing assignments that a) relate clearly to course learning; b) teach the communication values of a discipline—for example, its practices of argument, evidence, credibility, and format; and c) prepare students for further writing in their academic work, in graduate school, and in professional life.

2. **Writing assignments take a variety of forms appropriate to the course and the discipline.**
   Written assignments may be formal and count for a considerable portion of the grade for the course (high stakes), or informal and less important in the grading schema (low

stakes). A course that is designated as writing intensive should include both high and low stakes writing assignments done both in and out of class, resulting in a significant and diverse body of written work (the equivalent of 6000 words or 25 pages of formal and informal writing distributed over the course of the semester).

3. **Students learn to write effectively by having opportunities to receive feedback from their instructors and peers in order to revise their writing as it progresses through a series of stages.**
   Writing assignments are broken into segments that teach the process of effective writing in a field and involve students in the composing process. Faculty and teaching assistants are closely involved in student writing, and opportunities for feedback and substantive revision are offered.

4. **Writing intensive classes with a one-hour lab co-requisite (optional).**
   In order to reflect and reward the extensive amount of work that both students and faculty do in a writing intensive course, departments may design writing lab courses (to be offered either face-to-face or as e-courses) that can be added on to existing courses in order to provide an additional fourth credit hour. These add-on course components can be used for individual conferencing, peer review, revising and editing, and exercises to develop writing skills.

The approval process for a W designated course will follow the model established by the Office of Service-Learning for the S suffix:

1. The faculty member or Department Course Initiator enters a new course or course change proposal in CAPA.
2. Proposals are reviewed at department level and sent to college/school for approval.
3. Course proposals with a W designation are sent to the Writing Board for review.
4. Courses are approved by the Board and sent on to the UCC, or returned to the course initiator for revision and resubmission.