

**CAC Arizona General Education Curriculum Process**  
**Annual Update**  
**September, 2007**

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**Goal Statement**

**Develop a process for assigning Arizona General Education Curriculum (AGEC) status at Central Arizona College.**

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**1. Describe the past year's accomplishments and the current status of this Action Project.**

The action project team is in the final stages of completing the check sheets to be used internally to designate courses as part of the Arizona General Education Curriculum (AGEC). Of the eight AGECE categories, four have been completed and approved through the CAC Curriculum Committee. Use of these forms is currently being implemented. The forms are to be available on the Curriculum Learning Assessment Support Services (CLASS) page of the CAC website [Note: CAC is currently in the process of rolling over to a new website. Currently we do not have ability to add new content to the website. The new website is expected to debut early in October, 2007]. Below is a sample form:

**CENTRAL ARIZONA COLLEGE**  
**AGEC Checksheet for Intensive Writing/Critical Thinking (Special Requirement)**

**COURSE** \_\_\_\_\_  
**Prefix/Number** \_\_\_\_\_ **Title** \_\_\_\_\_

**DEFINITION and GOALS**  
Intensive Writing /Critical Thinking Courses

- Use writing as a means to help students learn course material. To this end, these courses should distribute writing assignments throughout the term and implement a combination of formal (researched, documented essays; lab reports; polished, publication-ready web-pages) and informal writing (learning logs, in-class writing, discussion board postings, essay exams) to help achieve the course outcomes (see sample assignment sequences below).
- Provide opportunities for students to participate in the recursive nature of the writing process.
- Emphasize writing as a means to analyze, apply, question, and create new ideas and information, not just as a means to disseminate information.
- Should help prepare students for the types of writing assignments they will encounter in upper-division college courses or in their careers **and** help students learn how to effectively communicate discipline-specific knowledge to a non-expert audience.

**Each course applying for designation as "Writing Intensive" must**

	<p>1. Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the Course Equivalency Guide. It is strongly recommended that at least one university includes their equivalent course in the same category.</p> <p style="text-align: center;">ASU                      U OF A                      NAU</p>
	<p>2. Require English 102 as a co-requisite or a pre-requisite.</p>
	<p>3. Have an enrollment cap of no more than 20 students.</p>
<p><b>Indicate which outcome(s) on the attached course outline support each of the following criteria.</b></p>	
<p>Outcome #</p>	<p>1. Require no fewer than 5000 words of <u>total</u> written discourse --approximately 18-20 pages. (<i>See sample assignment sequences below</i>)</p> <p>a) Of that amount, at least 50% must be polished (publishable), formal prose.  b) Formal writing assignments must require students to gather, interpret, evaluate, and synthesize information and demonstrate competency in the documentation formats, academic conventions, or styles appropriate to the discipline or actual writing task.</p>
<p>Outcome #</p>	<p>2. Provide several opportunities for students to receive instructor and/or peer feedback as part of the writing process, thus allowing students ample time for substantive revision before submitting a final product.</p>
<p>Outcome #</p>	<p>3. Use writing as the major means by which students demonstrate that they have mastered the outcomes and standards of the course. (A list of potential assignments and/or a detailed sample syllabus must be provided.)</p>
<p><b>SAMPLE ASSIGNMENT SEQUENCES</b>  <i>Please note: These are not meant to be prescriptions or required assignments. Rather, the list below provides examples of the range of assignment types one might incorporate into an Intensive Writing course.</i></p> <p>A) Five 1-2 page response papers; one 10-page paper with drafts evolving from a response paper and commented-on drafts.</p>	

	<p>B) Two 3-page papers, one of which can be revised; one in-class midterm essay; one webpage of 1500 words that requires documentation of multiple drafts and revisions based on instructor feedback.</p> <p>C) Two 3-page group reports; one 5-page individual project report with draft; one 1-page take home final exam.</p> <p>D) Graded interactive discussion board postings; two 6 page papers, each with a draft and revision.</p> <p>E) One 4-page paper with draft and revision; one 6-page paper requiring prospectus, draft, revision; one in-class essay final exam</p>
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The process for new courses proposing designation as well as courses losing AGEC designation has been embedded within the college curriculum review process.

**2. Describe how the institution involved people in work on this Action Project.**

The action project team is comprised of various individuals across academic units in the organization. Faculty within impacted academic disciplines were involved in development, review and revision of check sheets. The check sheets were proposed and approved by the CAC Curriculum Committee. This committee is responsible for the management of all aspects related to curriculum at the college.

**3. Describe your planned next steps for the Action Project.**

Four AGEC categories continue to work on the check sheets. They are in the final staged of review and expect to submit the final proposed check sheets to the Curriculum Committee for approval by the end of October, 2007.

**4. Describe any effective practices that resulted from your work on this Action Project.**

The process being implementing is embedded into the curriculum process for the college. This requires mandatory review of all courses on a three year rotation. As a result, continuous review and improvement is not a special required activity. Rather, it is part of regular business for all units of the college.

**5. What challenges, if any are you still facing in regards to this Action Project.**

At this point, things appear to be running smoothly. Upon completion of the final four check sheets, the action project will be retired within the AQIP Directory.