TO: F. Cotty, P. Pecorino, R. Rusinek, N. Tully, K. Villani, R. Yuster, Dean K. Steele (ex-officio) M. Edlin (liaison), Rafick Khan (student rep.)

FROM: Lorena B. Ellis
x6259 Voicemail 281-5444 Fax: 631-6261

DATE: December 16, 2004

RE: Curriculum Committee meeting: January 20, 2005 at 1PM H345

The Curriculum Committee will meet at 1:00 PM on Thursday, 1-20-05 in H345.

Agenda

1. Consideration of Minutes of December 16, 2004 meeting
2. Chair’s report
3. WID/WAC Resolution
4. New Business
3. WID/WAC Resolution
Revisions of WAC Byaws 11-29-04 Peter HD
Draft of a Senate Resolution concerning the Degree Requirement for Two Writing Intensive Courses
(11/29/04)

Whereas; there is a CUNY Board of Trustees mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas”

whereas; there is a QCC Academic Senate degree requirement for 2 WI classes of every student who enters the college from September 2005 onward

whereas; the current situation indicates that all students in all degree programs may not have access to a sufficient number of WI classes in their time at the college to satisfy the requirement

whereas; the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student

Therefore, be it resolved that the Academic Senate pass the following resolutions that shall override all previous resolutions concerning the WID WAC Program and its bylaws, including but not limited to the May 8, 2001 and the April 4, 2002 Academic Senate resolutions:
FIRST, that the “Initial WI Criteria” passed by the Academic Senate on May 8, 2001 be revised:

FROM:

I. INITIAL CRITERIA for WID WAC CLASS

All WI Classes shall have met at least seven of the following criteria:

A. Writing

i. ALL are REQUIRED:
   1. Some time for instruction in writing is given in class
   2. Classes will involve informal “writing to learn” activities: e.g., observations, journals, summary reports, first drafts of papers
   3. Minimum of 10-12 word-processed pages in one or more formal writing assignments with an opportunity and strong encouragement for revision.
   4. For Liberal Arts classes, one essay exam. (Needed for transferability to QC)

ii. THREE of the Following FIVE are REQUIRED:
   5. Short written assignments rather than one long one
   6. Research papers, if assigned, should be developed in stages
   7. Course grade based in substantial part (at least 30%) on students’ written work
   8. Written assignments that involve at least two (2) of the skills examined by the CUNY Proficiency Examination
   9. For at least one writing assignment, a grade will be given only after all of the following has occurred:
      a.) An ungraded draft has been submitted by the student
      b.) This draft has been read, responded to, and returned to the student by the faculty member and/or writing fellow, and
      c.) This draft has been revised by the student and submitted to the professor.

TO:

CRITERIA for WID WAC CLASS

All WI Classes shall have met all of the following criteria:

1. Throughout a semester, students spend a portion of their time during class meetings writing in the service of learning course material. This writing may be informal and ungraded.

2. A minimum of 10 pages of formal writing will be assigned and will be achieved by assigning several short papers, one short paper plus a longer one, or one longer paper assigned in stages that are each guided and responded to by the faculty member.

3. These 10 pages are responded to and returned to the student by the faculty member so that the student has the opportunity to revise before a final grade for the assignment is given.

4. The faculty member regularly discusses student writing in class.

5. In class, each time a writing assignment is given, the faculty member discusses and clarifies the assignment and his or her expectations for it.

6. The course grade is based in substantial part on students’ written work. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly in the overall assessment.

7. For liberal arts classes, at least one exam has a written component that figures significantly in the overall grading process.
8. Written assignments involve at least two (2) of the abilities examined by the CUNY Proficiency Exam (e.g. summary, reading comprehension, critical evaluation of source material including charts and graphs, clarity of expression, ability to use and cite sources, organize an argument, etc.). Additionally, faculty members should make it clear to students how assignments contribute to preparation for the CPE.
SECOND, that the Academic Senate Action of May 14, 2002 be changed:

FROM:

II. Designation of Writing Intensive Courses in Associate Degree Programs
a.) By 2005 all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.
b.) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive.

   Academic Departments may meet their responsibility in one of two ways.
   1. Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.
   2. Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

   c.) For degree programs where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI courses.

   Such departments may designate two or more such Writing Intensive course (all sections) or they may designate one such Writing Intensive course and another Writing Intensive Course that is part of a Learning Community.

c.) For degree programs where there is no one department with primary responsibility the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with all departments involved and arrange for at least two courses (all sections) to be designated as WI and for Learning Communities as well.

TO:

II. Designation of Writing Intensive Courses and Classes in Associate Degree Programs

a.) By 2005 all degree programs will offer a sufficient number of Writing Intensive Classes to allow students to fulfill the graduation requirement of 2 WI classes;
b.) Departments will work with the Office of Academic Affairs to ensure that WI classes are distributed across curricula

In implementing the WI policy it is agreed that:

a) All classes and courses designated as Writing Intensive will be identified in the Registration Guide, course schedules, and online (SIMS) system as WI (Writing Intensive). Sections which meet the Writing Intensive standards will be identified with the footnote Satisfies a Writing Intensive (WI) Requirement.

b) each department that serves LA/LS degree programs establish each semester, in conjunction with the Office of Academic Affairs, a sufficient quota of WI classes to be distributed across the course schedule so that all students can take two WI classes for graduation; the Office of Academic Affairs will monitor department scheduling.

c) departments that have responsibility for specific curricula (e.g., Nursing, ECET) may designate two specific courses (all sections) as the WI requirements in their curricula;
THIRD, that the Academic Senate Action of May 8, 2001 be changed:

FROM:

Action of May 8, 2001
QCC WID WAC PROGRAM
Adopted by the Academic Senate on May 8, 2001

GOALS
1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing skills of CUNY Graduates
3. To develop more effective pedagogic techniques
4. To enhance student learning
5. To enhance student performance on the CUNY Writing Proficiency Examination

TO:

QCC WID WAC PROGRAM

GOALS
1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing abilities of CUNY Graduates
3. To enhance student learning

FROM:

METHOD

1. Degree Requirement:

   Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

2. WI classes shall consist of classes some of which are sections of a course where the faculty member will follow the WI criteria and some of which are WI courses. By WI "course" what is meant is that all sections of a course will meet the criteria for a WI class and all faculty who teach that course will meet the WI criteria. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101,102,103 or their equivalents.

3. The number and distribution of such classes should be sufficient to insure that students in all associate degree programs shall have access to them in sufficient number at all times and locations that classes are offered. The WID WAC Committee and the Office of Academic Affairs will monitor this feature of the program. Insurance of access shall be the result of actual surveys and audits.

4. Each academic department shall be given support through the Office of Academic Affairs for faculty development to insure that all instructors designated for teaching WI classes will receive training in order to meet the criteria for such WI instruction within three years of a class or an entire course being designated as WI.
5. All new faculty and adjuncts will be made aware of the criteria for WI instruction and with support through the Office of Academic Affairs they will be trained to insure that their instruction meets the College's writing intensive criteria for any WI classes that they may teach.

TO:

1. Degree Requirement: Students who enroll in degree programs at QCC as of Fall of 2005 as first time freshmen and all transfer students beginning in the Fall of 2005 will need to successfully complete two (2) Writing Intensive (WI) classes.
2. WI classes shall consist of classes, some of which are sections of a course, where the faculty member will follow the WI criteria. In some cases WI courses may be established. A WI “course” indicates that all sections of a course will meet the criteria for a WI class and all faculty members who teach that course will meet the WI criteria in the implementation of their syllabus. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101, 102, 103 or their equivalents.
3. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.
4. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for Writing Intensive (WI) professional development workshops and meetings to insure that all instructors designated for teaching WI classes will be able to participate in professional development.
5. All new faculty and adjuncts will be made aware of the criteria for WI instruction. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for new faculty and adjuncts to participate in WI professional development so that the courses they teach may meet the College's writing intensive criteria for any WI classes.

FROM:

B. Class Size

Size should be limited to 50% of the non-WI class size and in NO case more than 20 seats. The exact limit is to be determined by the academic department and the office of Academic Affairs but in NO case will that limit exceed 20 seats.

TO:

B. Class Size

Size should in NO case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in NO case will that limit exceed 25 students.

FROM:

C. Instructors

Instructors of WI courses are required to participate in a three stage training program designed and implemented by WAC coordinators and organized as follows:

Stage 1: Develop a WI syllabus through:
   a. Faculty development workshops
   b. Regular consultation with a writing fellow
Stage 2: Implement and revise WI syllabus in ongoing consultation with writing fellow, continued workshops.
Stage 3: Implement WI syllabus with additional workshops, writing fellow support as needed.

TO:

C. Instructors

Instructors of WI courses are required to participate in the WI professional development workshop series organized and run by the QCC WID WAC Program Coordinators. Only faculty members who have participated in or are participating in the WI Professional Development workshop series may teach WI classes.

FROM:

ADMINISTRATION

1. The WID WAC COMMITTEE
   A permanent sub committee of the Academic Senate’s Committee on Curriculum for the WID WAC PROGRAM is to be created to:
   a. Perform administrative functions related to the WID WAC program
   b. Review the criteria for a WI class
   c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final.
   d. Create and supervise a continuing WID/WAC Faculty Support/Development program with the Office of Academic Affairs
   e. Hear and decide student cases requesting a waiver from any WI degree requirements
   f. Make the final decision on the designation of a course or section as WI
   g. Insure that all classes designated as WI meet the criteria for a WI Class

   To insure that each class or course that is designated as WI meets the criteria each such class will be required to submit a portfolio that will include:
   i. syllabus, writing assignments and class materials
   ii. samples of assignments/class materials
   iii. samples of student work that range through the entire semester
   iv. a description of why the class is to be designated as WI and alterations that are planned or that might be made in the future.

   Based on the total of this portfolio the sub committee can reaffirm or seek to disqualify the WI designation.

2. The Sub Committee (WID WAC COMMITTEE) is to formed by the Curriculum Committee and to include eight (8) members and to consist of:
   i. The chair of the Curriculum Committee or designee
   ii. The Director of the WID WAC Program or designee
      (At such time as the CUNY WID WAC Program terminates this position is to be occupied by the Chair of the English Department or designee)
   iii. The Chief Academic Officer or designee (ex officio, without vote)
   iv. The Director of the QCC Writing Center or Program or designee
   v. Four (4) faculty members with two year terms (renewable and staggered) from different disciplines appointed by the Curriculum Committee in such a manner to insure that the sub committee will have at least one member from at least four of the following:
      a. Technologies
b. Business and Professional Programs  
c. Natural Sciences  
d. Social Sciences  
e. Arts and Humanities  
f. Basic Skills, Health or Physical Education

3. The Sub Committee shall elect a chairperson to preside over meetings and manage the work of the sub-committee.

4. The Sub Committee shall submit a five year plan for implementation of the Board’s Resolution and of this Senate Action with an analysis of the economic impact and financial requirements to the Office of Academic Affairs and the Curriculum Committee by November 1, 2001. The Sub Committee will prepare such a plan and analysis with the assistance of the Offices of Institutional Research and Academic Affairs.

5. The Sub Committee shall receive support for its functioning from the Office of Academic Affairs, including meeting rooms, clerical assistance, distribution of communications, etc….

6. The Sub Committee shall make an annual report on the condition of the QCC WID WAC PROGRAM, its activities and problems to the Curriculum Committee to be forwarded to the Academic Senate with any recommendations as the Curriculum Committee may deem appropriate and necessary to insure the proper functioning of the program and the completion. Such reports will include analysis of the impact of the WI Program on CPE performance and on retention. Such reports shall include the annual report required of the Director of the WID WAC Program.

7. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

TO:

Deleted; Bylaws Committee is creating a standing committee of the Academic Senate.

FROM:

E. FACULTY DEVELOPMENT and SUPPORT

1. Each Semester there shall be Faculty Development workshops on the WID WAC Program and Curriculum design/revision in order to meet WI Criteria.

2. One semester of released time (3 hours) or a stipend for faculty who are revising or developing their curriculum to meet the criteria for a WI class that they are assigned to teach. (Released time should be the preferred form once there is no decrease in overload time for those who receive released time.)

Such faculty are required to attend no fewer than 6 workshops or not less than 24 hours of such sessions and to submit their curricula outlines as works in progress to the WID WAC Committee at least once during and once at the end of the time period.
for the training work. Such faculty is obliged to teach a WI class in each of two (2) semesters including or following the training period.

3. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.

**TO:**

**E. FACULTY DEVELOPMENT and SUPPORT**

1. Each academic year the WID WAC Program will organize a WI professional development workshop series in order to “certify” faculty to teach WI classes.

2. The Office of Academic Affairs will ensure that appropriate compensation for the WID WAC Directors (course releases) and appropriate compensation for faculty involved in the WI professional development workshop series (e.g. stipend or course release) is included in the budget for the QCC WID WAC Program.

3. Each WI class will be offered assistance (e.g. classroom-based tutor; small group tutoring support) from the ISS in order to support faculty members and students in the writing requirement of the class.

4. Based upon the program budget, faculty will be offered a stipend or course release for participating in the WI professional development workshop series. The workshop series will include at least 16 hours of such workshops. Such workshops will include the submission of complete WI Class Portfolios (or other forms of assessing the implementation of the WI criteria) as defined by the WID WAC Directors, and will include regular meetings with CUNY Graduate Writing Fellows. The WID WAC Directors will use the WI Class Portfolio to make recommendations to the WID WAC Committee regarding whether or not a proposed WI class shall be “certified” by the WID WAC Committee, and therefore be eligible to be taught as WI. Every second or third year after initially teaching a WI class, faculty members will submit a WI Class Portfolio as defined by the WID WAC Directors to be used for “recertification” of WI status; appropriate recommendations will then be made by the WID WAC Coordinators to the WID WAC Committee pertaining to “recertification” of WI class or course status. For faculty members teaching more than one WI class or course, only one WI Class portfolio need be submitted for recertification.

5. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.

**FROM:**

*Senate Resolution concerning the degree requirement for Two Writing Intensive Courses April 4, 2002*

Whereas; there is a CUNY BOT mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skill are fostered in all disciplinary areas” (Attachment A)

whereas; there is a QCC Academic Senate degree requirement for 2 WI classes of every student who enters the college from September 2001 onward (Attachment B)

whereas; the current situation indicates that not all students in all degree programs will have access to a sufficient number of WI classes in their time at the college to satisfy the requirement.

whereas: the university mandate is more properly borne as a "common responsibility" by the institution through institutional commitment and actions and not only by the student.

Therefore, be it resolved that the Academic Senate pass the following resolutions.

I. Revision of Senate Action of May 8, 2001
From: Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

To: Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive (WI) classes in order to receive the associate degree.

II. Designation of Writing Intensive Courses in Associate Degree Programs

a.) By 2005 all degree programs will have two classes that are required in the degree program being offered as Writing Intensive.

b.) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive.

c.) For degree programs where there is no one department with primary responsibility the Office of Academic Affairs and the Senate WID WAC Subcommittee will meet with all departments involved and arrange for at least two courses (all sections) to be designated as WI.

Note:
The Vice President of Academic Affairs has proposed making WI classes part of every Learning Community and requiring at least one Learning Community (LC) experience of all students. Thus, one Learning Community class and one “upper level” required WI course (RWIC) would enable a student to satisfy the WI requirement rather easily. Note that rather than placing the burden on the each student for choosing two WI classes that fit into the student’s schedule and satisfy the student’s degree requirements, the requirement for two WI classes will become transparent to the students. In meeting the degree requirements of any associate degree program, students will automatically enroll in a WI/Learning Community and a second WI course required in their curricula and thus satisfy the WI requirement.

The Office of Academic Affairs will work with the academic departments in support of their efforts to select and develop WI courses (all sections). The Office of Academic Affairs will give particular assistance and support to courses designated as WI that would also become part of a Learning Community. In this manner Learning Communities will be introduced into one degree program after another. The goal is for every degree program to have at least one Learning Community within it that all students are required to take in virtue of the classes involved being required in the degree program. Such Learning Communities should be taken as soon as possible in a student’s time at the college in order to engage the positive consequences of Learning Communities on retention rates. In this manner the college would satisfy the CUNY mandate for a writing intensive program and enjoy the benefits of learning communities as well. Further, students would enjoy the benefits of both the writing intensive experience and learning communities without being required to search for them and schedule them into their programs.

TO:

Deleted
PROPOSAL

Whereas; there is a CUNY Board of Trustees mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas”,

Whereas; there is a QCC Academic Senate degree requirement for 2 Writing Intensive (WI) classes of every student who enters the college from September 2005 onward,

Whereas; the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student,

Therefore, be it resolved; that the Academic Senate pass the following resolution that shall override all previous resolutions that created the WID WAC Degree Requirement, WID WAC Program and WID WAC Subcommittee, including but not limited to the May 8, 2001 and the May 14, 2002 Academic Senate resolutions:

I. DEGREE REQUIREMENT

Adopted by the Academic Senate on May 14, 2002 shall be retained:

Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive classes in order to receive the associate degree.

Designation of Writing Intensive Courses in Associate Degree Programs

a) By 2005, all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.

b) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive.

Academic Departments may meet their responsibility in one of two ways.

1. Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.

2. Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

c) For degree programs where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI courses.

II. GOALS FOR WID WAC PROGRAM

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

GOALS

1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing skills of CUNY Graduates
3. To develop more effective pedagogic techniques
4. To enhance student learning
5. To enhance student performance on the CUNY Writing Proficiency Examination

TO: QCC WID WAC PROGRAM
**GOALS**

1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing abilities of CUNY Graduates
3. To enhance student learning

**III. METHOD FOR WID WAC PROGRAM**

**FROM:** Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

**METHOD**

1. **Degree Requirement:**

   Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

   2. WI classes shall consist of classes some of which are sections of a course where the faculty member will follow the WI criteria and some of which are WI courses. By WI “course” what is meant is that all sections of a course will meet the criteria for a WI class and all faculty who teach that course will meet the WI criteria. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101,102,103 or their equivalents.

   3. The number of and distribution of such classes should be sufficient to insure that students in all associate degree programs shall have access to them in sufficient number at all times and locations that classes are offered. The WID WAC Committee and the Office of Academic Affairs will monitor this feature of the program. Insurance of access shall be the result of actual surveys and audits.

   4. Each academic department shall be given support through the Office of Academic Affairs for faculty development to insure that all instructors designated for teaching WI classes will receive training in order to meet the criteria for such WI instruction within three years of a class or an entire course being designated as WI.

   5. All new faculty and adjuncts will be made aware of the criteria for WI instruction and with support through the Office of Academic Affairs they will be trained to insure that their instruction meets the College's writing intensive criteria for any WI classes that they may teach.

**TO:**

**METHOD:**

1. Degree Requirement: Students who enroll in degree programs at QCC as of Fall of 2005 as first time freshmen and all transfer students beginning in the Fall of 2005 will need to successfully complete two (2) Writing Intensive (WI) classes.

   2. WI classes shall consist of classes, some of which are sections of a course, where the faculty member will follow the WI criteria. In some cases WI courses may be established. A WI “course” indicates that all sections of a course will meet the criteria for a WI class and all faculty members who teach that course will meet the WI criteria in the implementation of their syllabus. Such a designation of a WI course will be the
result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101, 102, 103 or their equivalents.

3. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

4. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for Writing Intensive (WI) professional development workshops and meetings to insure that all instructors designated for teaching WI classes will be able to participate in professional development.

5. All new faculty and adjuncts will be made aware of the criteria for WI instruction. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for new faculty and adjuncts to participate in WI professional development so that the courses they teach may meet the College’s writing intensive criteria for any WI classes.

IV. CRITERIA FOR WRITING INTENSIVE (WI) CLASS

FROM:

INITIAL CRITERIA for WID WAC CLASS

All WI Classes shall have meet at least seven of the following criteria:

A. Writing

   i. ALL are REQUIRED:
      10. Some time for instruction in writing is given in class
      11. Classes will involve informal “writing to learn” activities: e.g., observations, journals, summary reports, first drafts of papers
      12. Minimum of 10-12 word-processed pages in one or more formal writing assignments with an opportunity and strong encouragement for revision.
      13. For Liberal Arts classes, one essay exam. (Needed for transferability to QC)

   ii. THREE of the Following FIVE are REQUIRED:
      14. Short written assignments rather than one long one
      15. Research papers, if assigned, should be developed in stages
      16. Course grade based in substantial part (at least 30%) on students’ written work
      17. Written assignments that involve at least two (2) of the skills examined by the CUNY Proficiency Examination
      18. For at least one writing assignment, a grade will be given only after all of the following has occurred:
          a.) An ungraded draft has been submitted by the student
          b.) This draft has been read, responded to, and returned to the student by the faculty member and/or writing fellow, and
          c.) This draft has been revised by the student and submitted to the professor.

TO:

CRITERIA FOR WRITING INTENSIVE (WI) CLASS

A. Writing

All WI Classes shall meet all of the following criteria:
1. Throughout a semester, students spend a portion of their time during class meetings writing in the service of learning course material. This writing may be informal and ungraded.

2. A minimum of 10 pages of formal writing will be assigned and will be achieved by assigning several short papers, one short paper plus a longer one, or one longer paper assigned in stages that are each guided and responded to by the faculty member.

3. These 10 pages are responded to and returned to the student by the faculty member so that the student has the opportunity to revise before a final grade for the assignment is given.

4. The faculty member regularly discusses student writing in class.

5. Each time a writing assignment is given, the faculty member discusses and clarifies the assignment and his or her expectations for it.

6. The course grade is based in substantial part on students’ written work. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly in the overall assessment.

7. For liberal arts classes, at least one assessment instrument has a written component that figures significantly in the overall grading process.

8. Written assignments involve at least two (2) of the abilities examined by the CUNY Proficiency Exam (e.g. summary, reading comprehension, critical evaluation of source material including charts and graphs, clarity of expression, ability to use and cite sources, organize an argument, etc.). Additionally, faculty members should make it clear to students how assignments contribute to preparation for the CPE.

V. CLASS SIZE

FROM:

B. Class Size

Size should be limited to 50% of the non-WI class size and in NO case more than 20 seats. The exact limit is to be determined by the academic department and the office of Academic Affairs but in NO case will that limit exceed 20 seats.

TO:

B. Class Size

Size should in NO case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in NO case will that limit exceed 25 students.

VI. INSTRUCTORS
FROM:

C. Instructors

Instructors of WI courses are required to participate in a three stage training program designed and implemented by WAC coordinators and organized as follows:

Stage 1: Develop a WI syllabus through:
   a. Faculty development workshops
   b. Regular consultation with a writing fellow

Stage 2: Implement and revise WI syllabus in ongoing consultation with writing fellow, continued workshops.

Stage 3: Implement WI syllabus with additional workshops, writing fellow support as needed.

TO:

C. Instructors

Instructors of WI courses are required to participate in the WI professional development workshop series organized and run by the QCC WID WAC Program Coordinators. Only faculty members who have participated in or are participating in the WI Professional Development workshop series may teach WI classes.

VII. STUDENT SUPPORT

FROM:

D. Student Support

Each WI Class shall have support for the student learners/writers in one or more of the following forms:
   i. Writing Fellows
   ii. Writing Center
   iii. Student peer groups and mentors trained by the writing center or writing fellows and meeting outside of class hours
   iv. On Line Writing Assistance (Online Writing Laboratory-OWL)
   v. Faculty conferences with students during office hours.

To:

Delete section D.

VIII. ADMINISTRATION

FROM:

ADMINISTRATION

1. The WID WAC COMMITTEE
A permanent sub committee of the Academic Senate’s Committee on Curriculum for the WID WAC PROGRAM is to be created to:

a. Perform administrative functions related to the WID WAC program
b. Review the criteria for a WI class
c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final.
d. Create and supervise a continuing WID/WAC Faculty Support/Development program with the Office of Academic Affairs
e. Hear and decide student cases requesting a waiver from any WI degree requirements
f. Make the final decision on the designation of a course or section as WI
g. Insure that all classes designated as WI meet the criteria for a WI Class

To insure that each class or course that is designated as WI meets the criteria each such class will be required to submit a portfolio that will include:

i. syllabus, writing assignments and class materials
ii. samples of assignments/class materials
iii. samples of student work that range through the entire semester
iv. a description of why the class is to be designated as WI and alterations that are planned or that might be made in the future.

Based on the total of this portfolio the sub committee can reaffirm or seek to disqualify the WI designation.

2. The Sub Committee (WID WAC COMMITTEE) is to formed by the Curriculum Committee and to include eight (8) members and to consist of:

i. The chair of the Curriculum Committee or designee
ii. The Director of the WID WAC Program or designee
   (At such time as the CUNY WID WAC Program terminates this position is to be occupied by the Chair of the English Department or designee)
iii. The Chief Academic Officer or designee (ex officio, without vote)
iv. The Director of the QCC Writing Center or Program or designee
v. Four (4) faculty members with two year terms (renewable and staggered) from different disciplines appointed by the Curriculum Committee in such a manner to insure that the sub committee will have at least one member from at least four of the following:
   a. Technologies
   b. Business and Professional Programs
   c. Natural Sciences
   d. Social Sciences
   e. Arts and Humanities
   f. Basic Skills, Health or physical Education

3. The Sub Committee shall elect a chairperson to preside over meetings and manage the work of the subcommittee.

4. The Sub Committee shall submit a five year plan for implementation of the Board’s Resolution and of this Senate Action with an analysis of the economic impact and financial requirements to the Office of Academic Affairs and the Curriculum Committee by November 1, 2001. The Sub Committee will prepare such a plan and analysis with the assistance of the Offices of Institutional Research and Academic Affairs.

5. The Sub Committee shall receive support for its functioning from the Office of Academic Affairs, including meeting rooms, clerical assistance, distribution of communications, etc..

The Sub Committee shall make an annual report on the condition of the QCC WID WAC PROGRAM, its activities and problems to the Curriculum Committee to be forwarded to the Academic Senate with any recommendations as the Curriculum Committee may deem appropriate and necessary to insure the proper functioning of the program and the completion. Such reports will include analysis of the impact of the WI
Program on CPE performance and on retention. Such reports shall include the annual report required of the Director of the WID WAC Program.

7. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

TO:

The WID WAC COMMITTEE

The Committee on WID/WAC shall consist of the director or one co-director of the WID/WAC Program, three (3) faculty members from a cross-section of disciplines and one student.

The Committee on WID/WAC shall:

a. Oversee and make recommendations to the Academic Senate related to the WID/WAC program;

b. Review the criteria for a Writing Intensive (WI) class;

c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final;

d. Oversee a continuing WID/WAC Faculty Professional Development Program with the Office of Academic Affairs;

e. Hear and decide student cases requesting a waiver from any WI degree requirements;

f. Make the final decision on the designation of a course or section as WI;

g. Insure that all classes designated as WI meet the criteria for a WI class;

h. Coordinate with the Curriculum Committee on issues concerning curriculum.

IX. FACULTY DEVELOPMENT AND SUPPORT

FROM:

E. FACULTY DEVELOPMENT and SUPPORT

1. Each Semester there shall be Faculty Development workshops on the WID WAC Program and Curriculum design/revision in order to meet WI Criteria.

2. One semester of released time (3 hours) or a stipend for faculty who are revising or developing their curriculum to meet the criteria for a WI class that they are assigned to teach. (Released time should be the preferred form once there is no decrease in overload time for those who receive released time.)

Such faculty are required to attend no fewer than 6 workshops or not less than 24 hours of such sessions and to submit their curricula outlines as works in progress to the WID WAC Committee at least once during and once at the end of the time period for the training work. Such faculty is obliged to teach a WI class in each of two (2) semesters including or following the training period.

3. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.

TO:

FACULTY DEVELOPMENT and SUPPORT
1. Each academic year the WID WAC Program will organize a WI professional development workshop series in order to “certify” faculty to teach WI classes.

2. The Office of Academic Affairs will ensure that appropriate compensation for the WID WAC Directors (course releases) and appropriate compensation for faculty involved in the WI professional development workshop series (e.g. stipend or course release) is included in the budget for the QCC WID WAC Program.

3. Each WI class will be offered assistance (e.g. classroom-based tutor; small group tutoring support) from the ISS in order to support faculty members and students in the writing requirement of the class.

4. Faculty will be offered a stipend or course release for participating in the WI professional development workshop series. The workshop series will include at least 16 hours of such workshops. Such workshops will include the submission of complete WI Class Portfolios (or other forms of assessing the implementation of the WI criteria) as defined by the WID WAC Directors, and will include regular meetings with CUNY Graduate Writing Fellows. The WID WAC Directors will use the WI Class Portfolio to make recommendations to the WID WAC Committee regarding whether or not a proposed WI class shall be “certified” by the WID WAC Committee, and therefore be eligible to be taught as WI. Every second or third year after initially teaching a WI class, faculty members will submit a WI Class Portfolio as defined by the WID WAC Directors to be used for “recertification” of WI status; appropriate recommendations will then be made by the WID WAC Coordinators to the WID WAC Committee pertaining to “recertification” of WI class or course status. For faculty members teaching more than one WI class or course, only one WI Class portfolio need be submitted for recertification.

5. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.
CLEAN COPY
WID WAC PROPOSAL

Whereas; there is a CUNY Board of Trustees mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas”,

Whereas; there is a QCC Academic Senate degree requirement for 2 Writing Intensive (WI) classes of every student who enters the college from September 2005 onward,

Whereas; the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student,

Therefore, be it resolved; that the Academic Senate pass the following resolution that shall override all previous resolutions that created the WID WAC Degree Requirement, WID WAC Program and WID WAC Subcommittee, including but not limited to the May 8, 2001 and the May 14, 2002 Academic Senate resolutions:

DEGREE REQUIREMENT

Adopted by the Academic Senate on May 14, 2002 shall be retained:

Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive classes in order to receive the associate degree.

Designation of Writing Intensive Courses in Associate Degree Programs

a) By 2005, all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.

b) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive.

Academic Departments may meet their responsibility in one of two ways.

1. Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.

2. Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

c) For degree programs where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI courses

QCC WID WAC PROGRAM

GOALS:

1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing abilities of CUNY Graduates
3. To enhance student learning

METHOD:

1. Degree Requirement: Students who enroll in degree programs at QCC as of Fall of 2005 as first time freshmen and all transfer students beginning in the Fall of 2005 will need to successfully complete two (2) Writing Intensive (WI) classes.

2. WI classes shall consist of classes, some of which are sections of a course, where the faculty member will follow the WI criteria. In some cases WI courses may be established. A WI “course” indicates that all sections of a course will meet the criteria for a WI class and all faculty members who teach that course will meet the WI criteria in the implementation of their syllabus. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and
facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101, 102, 103 or their equivalents.

3. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

4. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for Writing Intensive (WI) professional development workshops and meetings to insure that all instructors designated for teaching WI classes will be able to participate in professional development.

5. All new faculty and adjuncts will be made aware of the criteria for WI instruction. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for new faculty and adjuncts to participate in WI professional development so that the courses they teach may meet the College's writing intensive criteria for any WI classes.

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**CRITERIA FOR WRITING INTENSIVE (WI) CLASS:**

**A. Writing**

All WI Classes shall meet all of the following criteria:

1. Throughout a semester, students spend a portion of their time during class meetings writing in the service of learning course material. This writing may be informal and ungraded.

2. A minimum of 10 pages of formal writing will be assigned and will be achieved by assigning several short papers, one short paper plus a longer one, or one longer paper assigned in stages that are each guided and responded to by the faculty member.

3. These 10 pages are responded to and returned to the student by the faculty member so that the student has the opportunity to revise before a final grade for the assignment is given.

4. The faculty member regularly discusses student writing in class.

5. Each time a writing assignment is given, the faculty member discusses and clarifies the assignment and his or her expectations for it.

6. The course grade is based in substantial part on students' written work. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly in the overall assessment.

7. For liberal arts classes, at least one assessment instrument has a written component that figures significantly in the overall grading process.

8. Written assignments involve at least two (2) of the abilities examined by the CUNY Proficiency Exam (e.g. summary, reading comprehension, critical evaluation of source material including charts and graphs, clarity of expression, ability to use and cite sources, organize an argument, etc.). Additionally, faculty members should make it clear to students how assignments contribute to preparation for the CPE.

**B. Class Size**

Size should in NO case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in NO case will that limit exceed 25 students.
C. Instructors

Instructors of WI courses are required to participate in the WI professional development workshop series organized and run by the QCC WID WAC Program Coordinators. Only faculty members who have participated in or are participating in the WI Professional Development workshop series may teach WI classes.

ADMINISTRATION

The WID WAC COMMITTEE

The Committee on WID/WAC shall consist of the director or one co-director of the WID/WAC Program, three (3) faculty members from a cross-section of disciplines and one student.

The Committee on WID/WAC shall:

a. Oversee and make recommendations to the Academic Senate related to the WID/WAC program;
b. Review the criteria for a Writing Intensive (WI) class;
c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final;
d. Oversee a continuing WID/WAC Faculty Professional Development Program with the Office of Academic Affairs;
e. Hear and decide student cases requesting a waiver from any WI degree requirements;
f. Make the final decision on the designation of a course or section as WI;
g. Insure that all classes designated as WI meet the criteria for a WI class;
h. Coordinate with the Curriculum Committee on issues concerning curriculum.

FACULTY DEVELOPMENT AND SUPPORT

1. Each academic year the WID WAC Program will organize a WI professional development workshop series in order to “certify” faculty to teach WI classes.

2. The Office of Academic Affairs will ensure that appropriate compensation for the WID WAC Directors (course releases) and appropriate compensation for faculty involved in the WI professional development workshop series (e.g. stipend or course release) is included in the budget for the QCC WID WAC Program.

3. Each WI class will be offered assistance (e.g. classroom-based tutor; small group tutoring support) from the ISS in order to support faculty members and students in the writing requirement of the class.

4. Faculty will be offered a stipend or course release for participating in the WI professional development workshop series. The workshop series will include at least 16 hours of such workshops. Such workshops will include the submission of complete WI Class Portfolios (or other forms of assessing the implementation of the WI criteria) as defined by the WID WAC Directors, and will include regular meetings with CUNY Graduate Writing Fellows. The WID WAC Directors will use the WI Class Portfolio to make recommendations to the WID WAC Committee regarding whether or not a proposed WI class shall be “certified” by the WID WAC Committee, and therefore be eligible to be taught as WI. Every second or third year after initially teaching a WI class, faculty members will submit a WI Class Portfolio as defined by the WID WAC Directors to be used for “recertification” of WI status; appropriate recommendations will then be made by the WID WAC Coordinators to the WID WAC Committee pertaining to “recertification” of WI class or course status. For faculty members teaching more than one WI class or course, only one WI Class portfolio need be submitted for recertification.
5. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.
Revisions of WAC Bylaws per Curr Cmte 12-16-04 Peter HD

Draft of a Senate Resolution concerning the Degree Requirement for Two Writing Intensive Courses (11/29/04)

Whereas; there is a CUNY Board of Trustees mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas”

whereas; there is a QCC Academic Senate degree requirement for 2 WI classes of every student who enters the college from September 2005 onward

whereas; the current situation indicates that all students in all degree programs may not have access to a sufficient number of WI classes in their time at the college to satisfy the requirement

whereas; the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student

Therefore, be it resolved that the Academic Senate pass the following resolutions that shall override all previous resolutions concerning the WID WAC Program and its bylaws, including but not limited to the May 8, 2001 and the April 4, 2002 Academic Senate resolutions:
FIRST, that the “Initial WI Criteria” passed by the Academic Senate on May 8, 2001 be revised:

FROM:

I. INITIAL CRITERIA for WID WAC CLASS

All WI Classes shall have meet at least seven of the following criteria:

B. Writing

i. ALL are REQUIRED:
   19. Some time for instruction in writing is given in class
   20. Classes will involve informal “writing to learn” activities: e.g., observations, journals, summary reports, first drafts of papers
   21. Minimum of 10-12 word-processed pages in one or more formal writing assignments with an opportunity and strong encouragement for revision.
   22. For Liberal Arts classes, one essay exam. (Needed for transferability to QC)

ii. THREE of the Following FIVE are REQUIRED:
   23. Short written assignments rather than one long one
   24. Research papers, if assigned, should be developed in stages
   25. Course grade based in substantial part (at least 30%) on students’ written work
   26. Written assignments that involve at least two (2) of the skills examined by the CUNY Proficiency Examination
   27. For at least one writing assignment, a grade will be given only after all of the following has occurred:
      a.) An ungraded draft has been submitted by the student
      b.) This draft has been read, responded to, and returned to the student by the faculty member and/or writing fellow, and
      c.) This draft has been revised by the student and submitted to the professor.

TO:

CRITERIA for WID WAC CLASS

All WI Classes shall have met all of the following criteria:

9. Throughout a semester, students spend a portion of their time during class meetings writing in the service of learning course material. This writing may be informal and ungraded.

10. A minimum of 10 pages of formal writing will be assigned and will be achieved by assigning several short papers, one short paper plus a longer one, or one longer paper assigned in stages that are each guided and responded to by the faculty member.

11. These 10 pages are responded to and returned to the student by the faculty member so that the student has the opportunity to revise before a final grade for the assignment is given.

12. The faculty member regularly discusses student writing in class.

13. In class, each time a writing assignment is given, the faculty member discusses and clarifies the assignment and his or her expectations for it.

14. The course grade is based in substantial part on students’ written work. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly in the overall assessment.

15. For liberal arts classes, at least one exam has a written component that figures significantly in the overall grading process.
16. Written assignments involve at least two (2) of the abilities examined by the CUNY Proficiency Exam (e.g. summary, reading comprehension, critical evaluation of source material including charts and graphs, clarity of expression, ability to use and cite sources, organize an argument, etc.). Additionally, faculty members should make it clear to students how assignments contribute to preparation for the CPE.
SECOND, that the Academic Senate Action of May 14, 2002 be changed:

FROM:

Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive (WI) classes in order to receive the associate degree.

I. Designation of Writing Intensive Courses in Associate Degree Programs

a.) By 2005 all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.

b.) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive.

Academic Departments may meet their responsibility in one of two ways.

1. Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.

2. Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

c.) For degree programs where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI courses.

Such departments may designate two or more such Writing Intensive course (all sections) or they may designate one such Writing Intensive course and another Writing Intensive Course that is part of a Learning Community.

TO:

Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive (WI) classes in order to receive the associate degree.

Designation of Writing Intensive Courses in Associate Degree Programs

1. By 2005, all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive except for the AA and AS in ________________.

2. Academic Departments that have associate degree programs may meet their responsibility in one of two ways:

   a) Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.

   b) Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

3. For degree programs, including the AA and AS programs, where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI classes.

Such departments may designate two or more such Writing Intensive classes or they may designate one such Writing Intensive course and another Writing Intensive Course that is part of a Learning Community.
THIRD, that the Academic Senate Action of May 8, 2001 be changed:

FROM:

Action of May 8, 2001  
QCC WID WAC PROGRAM  
Adopted by the Academic Senate on May 8, 2001

GOALS
1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing skills of CUNY Graduates
3. To develop more effective pedagogic techniques
4. To enhance student learning
5. To enhance student performance on the CUNY Writing Proficiency Examination

TO:

QCC WID WAC PROGRAM

GOALS
1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing abilities of CUNY Graduates
3. To enhance student learning

FROM:

METHOD
1. Degree Requirement:

Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

2. WI classes shall consist of classes some of which are sections of a course where the faculty member will follow the WI criteria and some of which are WI courses. By WI “course” what is meant is that all sections of a course will meet the criteria for a WI class and all faculty who teach that course will meet the WI criteria. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101,102,103 or their equivalents.

3. The number of and distribution of such classes should be sufficient to insure that students in all associate degree programs shall have access to them in sufficient number at all times and locations that classes are offered. The WID WAC Committee and the Office of Academic Affairs will monitor this feature of the program. Insurance of access shall be the result of actual surveys and audits.

4. Each academic department shall be given support through the Office of Academic Affairs for faculty development to insure that all instructors designated for teaching WI classes will receive training in order to meet the criteria for such WI instruction within three years of a class or an entire course being designated as WI.
5. All new faculty and adjuncts will be made aware of the criteria for WI instruction and with support through the Office of Academic Affairs they will be trained to insure that their instruction meets the College's writing intensive criteria for any WI classes that they may teach.

TO:

6. Degree Requirement: Students who enroll in degree programs at QCC as of Fall of 2005 as first time freshmen and all transfer students beginning in the Fall of 2005 will need to successfully complete two (2) Writing Intensive (WI) classes.

7. WI classes shall consist of classes, some of which are sections of a course, where the faculty member will follow the WI criteria. In some cases WI courses may be established. A WI “course” indicates that all sections of a course will meet the criteria for a WI class and all faculty members who teach that course will meet the WI criteria in the implementation of their syllabus. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101, 102, 103 or their equivalents.

8. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

9. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for Writing Intensive (WI) professional development workshops and meetings to insure that all instructors designated for teaching WI classes will be able to participate in professional development.

10. All new faculty and adjuncts will be made aware of the criteria for WI instruction. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for new faculty and adjuncts to participate in WI professional development so that the courses they teach may meet the College's writing intensive criteria for any WI classes.

FROM:

B. Class Size

Size should be limited to 50% of the non-WI class size and in NO case more than 20 seats. The exact limit is to be determined by the academic department and the office of Academic Affairs but in NO case will that limit exceed 20 seats.

TO:

B. Class Size

Size should in NO case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in NO case will that limit exceed 25 students.

FROM:

C. Instructors

Instructors of WI courses are required to participate in a three stage training program designed and implemented by WAC coordinators and organized as follows:

Stage 1: Develop a WI syllabus through:
   a. Faculty development workshops
   b. Regular consultation with a writing fellow
Stage 2: Implement and revise WI syllabus in ongoing consultation with writing fellow, continued workshops.
Stage 3: Implement WI syllabus with additional workshops, writing fellow support as needed.

TO:

C. Instructors

Instructors of WI courses are required to participate in the WI professional development workshop series organized and run by the QCC WID WAC Program Coordinators. Only faculty members who have participated in or are participating in the WI Professional Development workshop series may teach WI classes.

FROM:

ADMINISTRATION

1. The WID WAC COMMITTEE
   A permanent sub committee of the Academic Senate’s Committee on Curriculum for the WID WAC PROGRAM is to be created to:
   a. Perform administrative functions related to the WID WAC program
   b. Review the criteria for a WI class
   c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final.
   d. Create and supervise a continuing WID/WAC Faculty Support/Development program with the Office of Academic Affairs
   e. Hear and decide student cases requesting a waiver from any WI degree requirements
   j. Make the final decision on the designation of a course or section as WI
   k. Insure that all classes designated as WI meet the criteria for a WI Class

   To insure that each class or course that is designated as WI meets the criteria each such class will be required to submit a portfolio that will include:
   i. syllabus, writing assignments and class materials
   ii. samples of assignments/class materials
   iii. samples of student work that range through the entire semester
   iv. a description of why the class is to be designated as WI and alterations that are planned or that might be made in the future.

   Based on the total of this portfolio the sub committee can reaffirm or seek to disqualify the WI designation.

2. The Sub Committee (WID WAC COMMITTEE) is to formed by the Curriculum Committee and to include eight (8) members and to consist of:
   i. The chair of the Curriculum Committee or designee
   ii. The Director of the WID WAC Program or designee
      (At such time as the CUNY WID WAC Program terminates this position is to be occupied by the Chair of the English Department or designee)
   iii. The Chief Academic Officer or designee (ex officio, without vote)
   iv. The Director of the QCC Writing Center or Program or designee
   v. Four (4) faculty members with two year terms (renewable and staggered) from different disciplines appointed by the Curriculum Committee in such a manner to insure that the sub committee will have at least one member from at least four of the following:
      a. Technologies
b. Business and Professional Programs  
c. Natural Sciences  
d. Social Sciences  
e. Arts and Humanities  
f. Basic Skills, Health or physical Education

3. The Sub Committee shall elect a chairperson to preside over meetings and manage the work of the sub-committee.

4. The Sub Committee shall submit a five year plan for implementation of the Board's Resolution and of this Senate Action with an analysis of the economic impact and financial requirements to the Office of Academic Affairs and the Curriculum Committee by November 1, 2001. The Sub Committee will prepare such a plan and analysis with the assistance of the Offices of Institutional Research and Academic Affairs.

5. The Sub Committee shall receive support for its functioning from the Office of Academic Affairs, including meeting rooms, clerical assistance, distribution of communications, etc….

7. The Sub Committee shall make an annual report on the condition of the QCC WID WAC PROGRAM, its activities and problems to the Curriculum Committee to be forwarded to the Academic Senate with any recommendations as the Curriculum Committee may deem appropriate and necessary to insure the proper functioning of the program and the completion. Such reports will include analysis of the impact of the WI Program on CPE performance and on retention. Such reports shall include the annual report required of the Director of the WID WAC Program.

7. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

TO:

Deleted; Bylaws Committee is creating a standing committee of the Academic Senate.

FROM:

E. FACULTY DEVELOPMENT and SUPPORT

1. Each Semester there shall be Faculty Development workshops on the WID WAC Program and Curriculum design/revision in order to meet WI Criteria.

2. One semester of released time (3 hours) or a stipend for faculty who are revising or developing their curriculum to meet the criteria for a WI class that they are assigned to teach. (Released time should be the preferred form once there is no decrease in overload time for those who receive released time.)

Such faculty are required to attend no fewer than 6 workshops or not less than 24 hours of such sessions and to submit their curricula outlines as works in progress to the WID WAC Committee at least once during and once at the end of the time period.
for the training work. Such faculty is obliged to teach a WI class in each of two (2) semesters including or following the training period.

3. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.

TO:

E. FACULTY DEVELOPMENT and SUPPORT

1. Each academic year the WID WAC Program will organize a WI professional development workshop series in order to “certify” faculty to teach WI classes.

2. The Office of Academic Affairs will ensure that appropriate compensation for the WID WAC Directors (course releases) and appropriate compensation for faculty involved in the WI professional development workshop series (e.g. stipend or course release) is included in the budget for the QCC WID WAC Program.

3. Each WI class will be offered assistance (e.g. classroom-based tutor; small group tutoring support) from the ISS in order to support faculty members and students in the writing requirement of the class.

4. Based upon the program budget, faculty will be offered a stipend or course release for participating in the WI professional development workshop series. The workshop series will include at least 16 hours of such workshops. Such workshops will include the submission of complete WI Class Portfolios (or other forms of assessing the implementation of the WI criteria) as defined by the WID WAC Directors, and will include regular meetings with CUNY Graduate Writing Fellows. The WID WAC Directors will use the WI Class Portfolio to make recommendations to the WID WAC Committee regarding whether or not a proposed WI class shall be “certified” by the WID WAC Committee, and therefore be eligible to be taught as WI. Every second or third year after initially teaching a WI class, faculty members will submit a WI Class Portfolio as defined by the WID WAC Directors to be used for “recertification” of WI status; appropriate recommendations will then be made by the WID WAC Coordinators to the WID WAC Committee pertaining to “recertification” of WI class or course status. For faculty members teaching more than one WI class or course, only one WI Class portfolio need be submitted for recertification.

5. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.

FROM:

Senate Resolution concerning the degree requirement for Two Writing Intensive Courses April 4, 2002

Whereas; there is a CUNY BOT mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skill are fostered in all disciplinary areas” (Attachment A)

whereas; there is a QCC Academic Senate degree requirement for 2 WI classes of every student who enters the college from September 2001 onward (Attachment B)

whereas; the current situation indicates that not all students in all degree programs will have access to a sufficient number of WI classes in their time at the college to satisfy the requirement.

whereas: the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student.

Therefore, be it resolved that the Academic Senate pass the following resolutions.

I. Revision of Senate Action of May 8, 2001
From: Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

To: Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive (WI) classes in order to receive the associate degree.

II. Designation of Writing Intensive Courses in Associate Degree Programs

a.) By 2005 all degree programs will have two classes that are required in the degree program being offered as Writing Intensive.

b.) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive.

c.) For degree programs where there is no one department with primary responsibility the Office of Academic Affairs and the Senate WID WAC Subcommittee will meet with all departments involved and arrange for at least two courses (all sections) to be designated as WI.

Note:
The Vice President of Academic Affairs has proposed making WI classes part of every Learning Community and requiring at least one Learning Community (LC) experience of all students. Thus, one Learning Community class and one “upper level” required WI course (RWIC) would enable a student to satisfy the WI requirement rather easily. Note that rather than placing the burden on the each student for choosing two WI classes that fit into the student’s schedule and satisfy the student’s degree requirements, the requirement for two WI classes will become transparent to the students. In meeting the degree requirements of any associate degree program, students will automatically enroll in a WI/Learning Community and a second WI course required in their curricula and thus satisfy the WI requirement.

The Office of Academic Affairs will work with the academic departments in support of their efforts to select and develop WI courses (all sections). The Office of Academic Affairs will give particular assistance and support to courses designated as WI that would also become part of a Learning Community. In this manner Learning Communities will be introduced into one degree program after another. The goal is for every degree program to have at least one Learning Community within it that all students are required to take in virtue of the classes involved being required in the degree program. Such Learning Communities should be taken as soon as possible in a student’s time at the college in order to engage the positive consequences of Learning Communities on retention rates. In this manner the college would satisfy the CUNY mandate for a writing intensive program and enjoy the benefits of learning communities as well. Further, students would enjoy the benefits of both the writing intensive experience and learning communities without being required to search for them and schedule them into their programs.

TO:

Deleted
Whereas; there is a CUNY Board of Trustees mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas”,

Whereas; there is a QCC Academic Senate degree requirement for 2 Writing Intensive (WI) classes of every student who enters the college from September 2005 onward,

Whereas; the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student,

Therefore, be it resolved; that the Academic Senate pass the following resolution that shall override all previous resolutions that created the WID WAC Degree Requirement, WID WAC Program and WID WAC Subcommittee, including but not limited to the May 8, 2001 and the May 14, 2002 Academic Senate resolutions:

I. DEGREE REQUIREMENT

FROM: Adopted by the Academic Senate on May 14, 2002

Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive classes in order to receive the associate degree.

Designation of Writing Intensive Courses in Associate Degree Programs

a) By 2005, all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.

b) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive.

Academic Departments may meet their responsibility in one of two ways.

1. Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.

2. Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

c) For degree programs where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI courses.
TO:

Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive (WI) classes in order to receive the associate degree.

Designation of Writing Intensive Courses in Associate Degree Programs

1. By 2005, all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive except for the AA and AS in ________________.

2. Academic Departments that have associate degree programs may meet their responsibility in one of two ways:

   a) Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.

   b) Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

3. For degree programs, including the AA and AS programs, where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI classes.

   Such departments may designate two or more such Writing Intensive classes or they may designate one such Writing Intensive course and another Writing Intensive Course that is part of a Learning Community.

II. GOALS FOR WID WAC PROGRAM

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

GOALS

1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing skills of CUNY Graduates
3. To develop more effective pedagogic techniques
4. To enhance student learning
5. To enhance student performance on the CUNY Writing Proficiency Examination

TO:

QCC WID WAC PROGRAM

GOALS

1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing abilities of CUNY Graduates
3. To enhance student learning

III. METHOD FOR WID WAC PROGRAM
FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

METHOD

1. Degree Requirement:

Students who enroll in degree programs at QCC as of Fall of 2001 as first time freshmen and all transfer students beginning in the Fall of 2001 will need to successfully complete two (2) Writing Intensive (WI) classes.

2. WI classes shall consist of classes some of which are sections of a course where the faculty member will follow the WI criteria and some of which are WI courses. By WI “course” what is meant is that all sections of a course will meet the criteria for a WI class and all faculty who teach that course will meet the WI criteria. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101, 102, 103 or their equivalents.

3. The number of and distribution of such classes should be sufficient to insure that students in all associate degree programs shall have access to them in sufficient number at all times and locations that classes are offered. The WID WAC Committee and the Office of Academic Affairs will monitor this feature of the program. Insurance of access shall be the result of actual surveys and audits.

4. Each academic department shall be given support through the Office of Academic Affairs for faculty development to insure that all instructors designated for teaching WI classes will receive training in order to meet the criteria for such WI instruction within three years of a class or an entire course being designated as WI.

5. All new faculty and adjuncts will be made aware of the criteria for WI instruction and with support through the Office of Academic Affairs they will be trained to insure that their instruction meets the College's writing intensive criteria for any WI classes that they may teach.

TO:

METHOD:

1. Degree Requirement: Students who enroll in degree programs at QCC as of Fall of 2005 as first time freshmen and all transfer students beginning in the Fall of 2005 will need to successfully complete two (2) Writing Intensive (WI) classes.

2. WI classes shall consist of classes, some of which are sections of a course, where the faculty member will follow the WI criteria. In some cases WI courses may be established. A WI “course” indicates that all sections of a course will meet the criteria for a WI class and all faculty members who teach that course will meet the WI criteria in the implementation of their syllabus. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101, 102, 103 or their equivalents.

3. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.
4. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for Writing Intensive (WI) professional development workshops and meetings to insure that all instructors designated for teaching WI classes will be able to participate in professional development.

5. All new faculty and adjuncts will be made aware of the criteria for WI instruction. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for new faculty and adjuncts to participate in WI professional development so that the courses they teach may meet the College’s writing intensive criteria for any WI classes.

IV. CRITERIA FOR WRITING INTENSIVE (WI) CLASS

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

INITIAL CRITERIA for WID WAC CLASS

All WI Classes shall have meet at least seven of the following criteria:

A. Writing

i. ALL are REQUIRED:
   28. Some time for instruction in writing is given in class
   29. Classes will involve informal “writing to learn” activities: e.g., observations, journals, summary reports, first drafts of papers
   30. Minimum of 10-12 word-processed pages in one or more formal writing assignments with an opportunity and strong encouragement for revision.
   31. For Liberal Arts classes, one essay exam. (Needed for transferability to QC)

ii. THREE of the Following FIVE are REQUIRED:
   32. Short written assignments rather than one long one
   33. Research papers, if assigned, should be developed in stages
   34. Course grade based in substantial part (at least 30%) on students’ written work
   35. Written assignments that involve at least two (2) of the skills examined by the CUNY Proficiency Examination
   36. For at least one writing assignment, a grade will be given only after all of the following has occurred:
      a.) An ungraded draft has been submitted by the student
      b.) This draft has been read, responded to, and returned to the student by the faculty member and/or writing fellow,
     c.) This draft has been revised by the student and submitted to the professor.

TO:

CRITERIA FOR WRITING INTENSIVE (WI) CLASS

A. Writing

All WI Classes shall meet all of the following criteria:

1. Throughout a semester, students spend a portion of their time during class meetings writing in the service of learning course material. This writing may be informal and ungraded.

2. A minimum of 10 pages of formal writing will be assigned and will be achieved by assigning several short papers, one short paper plus a longer one, or one longer paper assigned in stages that are each guided and responded to by the faculty member.
3. These 10 pages are responded to and returned to the student by the faculty member so that the student has the opportunity to revise before a final grade for the assignment is given.

4. The faculty member regularly discusses student writing in class.

5. Each time a writing assignment is given, the faculty member discusses and clarifies the assignment and his or her expectations for it.

6. The course grade is based in substantial part on students' written work. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly in the overall assessment.

7. For liberal arts classes, at least one assessment instrument has a written component that figures significantly in the overall grading process.

8. Written assignments involve at least two (2) of the abilities examined by the CUNY Proficiency Exam (e.g. summary, reading comprehension, critical evaluation of source material including charts and graphs, clarity of expression, ability to use and cite sources, organize an argument, etc.). Additionally, faculty members should make it clear to students how assignments contribute to preparation for the CPE.

V. CLASS SIZE

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

B. Class Size

Size should be limited to 50% of the non-WI class size and in NO case more than 20 seats. The exact limit is to be determined by the academic department and the office of Academic Affairs but in NO case will that limit exceed 20 seats.

TO:

B. Class Size

Size should in NO case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in NO case will that limit exceed 25 students.

VI. INSTRUCTORS

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

C. Instructors

Instructors of WI courses are required to participate in a three stage training program designed and implemented by WAC coordinators and organized as follows:

Stage 1: Develop a WI syllabus through:
   a. Faculty development workshops
   b. Regular consultation with a writing fellow
Stage 2: Implement and revise WI syllabus in ongoing consultation with writing fellow, continued workshops.
Stage 3: Implement WI syllabus with additional workshops, writing fellow support as needed.

TO:

C. Instructors
Instructors of WI courses are required to participate in the WI professional development workshop series organized and run by the QCC WID WAC Program Coordinators. Only faculty members who have participated in or are participating in the WI Professional Development workshop series may teach WI classes.

VII. STUDENT SUPPORT

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

D. Student Support
Each WI Class shall have support for the student learners/writers in one or more of the following forms:

i. Writing Fellows
ii. Writing Center
iii. Student peer groups and mentors trained by the writing center or writing fellows and meeting outside of class hours
iv. On Line Writing Assistance (Online Writing Laboratory-OWL)
v. Faculty conferences with students during office hours.

To:
Delete section D.

VIII. ADMINISTRATION

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

ADMINISTRATION

1. The WID WAC COMMITTEE

A permanent sub committee of the Academic Senate’s Committee on Curriculum for the WID WAC PROGRAM is to be created to:

a. Perform administrative functions related to the WID WAC program
b. Review the criteria for a WI class
c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final.
d. Create and supervise a continuing WID/WAC Faculty Support/Development program with the Office of Academic Affairs
e. Hear and decide student cases requesting a waiver from any WI degree requirements
l. Make the final decision on the designation of a course or section as WI
m. Insure that all classes designated as WI meet the criteria for a WI Class
To insure that each class or course that is designated as WI meets the criteria each such class will be required to submit a portfolio that will include:

i. syllabus, writing assignments and class materials
ii. samples of assignments/class materials
iii. samples of student work that range through the entire semester
iv. a description of why the class is to be designated as WI and alterations that are planned or that might be made in the future.

Based on the total of this portfolio the sub committee can reaffirm or seek to disqualify the WI designation.

2. The Sub Committee (WID WAC COMMITTEE) is to formed by the Curriculum Committee and to include eight (8) members and to consist of:
   i. The chair of the Curriculum Committee or designee
   ii. The Director of the WID WAC Program or designee
      (At such time as the CUNY WID WAC Program terminates this position is to be occupied by the Chair of the English Department or designee)
   iii. The Chief Academic Officer or designee (ex officio, without vote)
   iv. The Director of the QCC Writing Center or Program or designee
   v. Four (4) faculty members with two year terms (renewable and staggered) from different disciplines appointed by the Curriculum Committee in such a manner to insure that the sub committee will have at least one member from at least four of the following:
      a. Technologies
      b. Business and Professional Programs
      c. Natural Sciences
      d. Social Sciences
      e. Arts and Humanities
      f. Basic Skills, Health or physical Education

3. The Sub Committee shall elect a chairperson to preside over meetings and manage the work of the subcommittee.

4. The Sub Committee shall submit a five year plan for implementation of the Board’s Resolution and of this Senate Action with an analysis of the economic impact and financial requirements to the Office of Academic Affairs and the Curriculum Committee by November 1, 2001. The Sub Committee will prepare such a plan and analysis with the assistance of the Offices of Institutional Research and Academic Affairs.

5. The Sub Committee shall receive support for its functioning from the Office of Academic Affairs, including meeting rooms, clerical assistance, distribution of communications, etc....

The Sub Committee shall make an annual report on the condition of the QCC WID WAC PROGRAM, its activities and problems to the Curriculum Committee to be forwarded to the Academic Senate with any recommendations as the Curriculum Committee may deem appropriate and necessary to insure the proper functioning of the program and the completion. Such reports will include analysis of the impact of the WI Program on CPE performance and on retention. Such reports shall include the annual report required of the Director of the WID WAC Program.

7. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

TO:

The WID WAC COMMITTEE
The Committee on WID/WAC shall consist of the director or one co-director of the WID/WAC Program, three (3) faculty members from a cross-section of disciplines and one student.

The Committee on WID/WAC shall:

a. Oversee and make recommendations to the Academic Senate related to the WID/WAC program;
b. Review the criteria for a Writing Intensive (WI) class;c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final;d. Oversee a continuing WID/WAC Faculty Professional Development Program with the Office of Academic Affairs;
e. Hear and decide student cases requesting a waiver from any WI degree requirements;
f. Make the final decision on the designation of a course or section as WI;
g. Insure that all classes designated as WI meet the criteria for a WI class;
h. Coordinate with the Curriculum Committee on issues concerning curriculum.

IX. FACULTY DEVELOPMENT AND SUPPORT

FROM: Adopted by the Academic Senate on May 8, 2001 (attachment C to the Agenda)

E. FACULTY DEVELOPMENT and SUPPORT

1. Each Semester there shall be Faculty Development workshops on the WID WAC Program and Curriculum design/revision in order to meet WI Criteria.

2. One semester of released time (3 hours) or a stipend for faculty who are revising or developing their curriculum to meet the criteria for a WI class that they are assigned to teach. (Released time should be the preferred form once there is no decrease in overload time for those who receive released time.)

Such faculty are required to attend no fewer than 6 workshops or not less than 24 hours of such sessions and to submit their curricula outlines as works in progress to the WID WAC Committee at least once during and once at the end of the time period for the training work. Such faculty is obliged to teach a WI class in each of two (2) semesters including or following the training period.

3. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.

TO:

FACULTY DEVELOPMENT and SUPPORT

1. Each academic year the WID WAC Program will organize a WI professional development workshop series in order to “certify” faculty to teach WI classes.

2. The Office of Academic Affairs will ensure that appropriate compensation for the WID WAC Directors (course releases) and appropriate compensation for faculty involved in the WI professional development workshop series (e.g. stipend or course release) is included in the budget for the QCC WID WAC Program.

3. Each WI class will be offered assistance (e.g. classroom-based tutor; small group tutoring support) from the ISS in order to support faculty members and students in the writing requirement of the class.
4. Faculty will be offered a stipend or course release for participating in the WI professional development workshop series. The workshop series will include at least 16 hours of such workshops. Such workshops will include the submission of complete WI Class Portfolios (or other forms of assessing the implementation of the WI criteria) as defined by the WID WAC Directors, and will include regular meetings with CUNY Graduate Writing Fellows. The WID WAC Directors will use the WI Class Portfolio to make recommendations to the WID WAC Committee regarding whether or not a proposed WI class shall be "certified" by the WID WAC Committee, and therefore be eligible to be taught as WI. Every second or third year after initially teaching a WI class, faculty members will submit a WI Class Portfolio as defined by the WID WAC Directors to be used for "recertification" of WI status: appropriate recommendations will then be made by the WID WAC Coordinators to the WID WAC Committee pertaining to "recertification" of WI class or course status. For faculty members teaching more than one WI class or course, only one WI Class portfolio need be submitted for recertification.

5. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.
CLEAN COPY
Whereas; there is a CUNY Board of Trustees mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas”,

Whereas; there is a QCC Academic Senate degree requirement for 2 Writing Intensive (WI) classes of every student who enters the college from September 2005 onward,

Whereas; the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student,

Therefore, be it resolved; that the Academic Senate pass the following resolution that shall override all previous resolutions that created the WID WAC Degree Requirement, WID WAC Program and WID WAC Subcommittee, including but not limited to the May 8, 2001 and the May 14, 2002 Academic Senate resolutions:

DEGREE REQUIREMENT

Students who matriculate into an associate degree program at QCC after August of 2005 will be required to successfully complete two (2) Writing Intensive (WI) classes in order to receive the associate degree.

Designation of Writing Intensive Courses in Associate Degree Programs

1. By 2005, all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive except for the AA and AS in ________________.

2. Academic Departments that have associate degree programs may meet their responsibility in one of two ways:

   a) Two courses (all sections) required of students within the degree program may simply be designated and taught as Writing Intensive.

   b) Alternately, Departments may designate one course (all sections) within the degree program as Writing Intensive and also require that students, once eligible for English 101, participate in a Learning Community. Learning Communities, team-taught and consisting of two or more courses, will be designed to satisfy the other Writing Intensive requirement. Should a Department wish to require that its students participate in a Learning Community, the Department will submit a proposal to the Curriculum Committee.

3. For degree programs, including the AA and AS programs, where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with the chairs of all departments involved and arrange for the designation of WI classes.

Such departments may designate two or more such Writing Intensive classes or they may designate one such Writing Intensive course and another Writing Intensive Course that is part of a Learning Community.

QCC WID WAC PROGRAM

GOALS:

1. To comply with the resolution of the CUNY Board of Trustees
2. To develop the writing abilities of CUNY Graduates
3. To enhance student learning

METHOD:
1. Degree Requirement: Students who enroll in degree programs at QCC as of Fall of 2005 as first time freshmen and all transfer students beginning in the Fall of 2005 will need to successfully complete two (2) Writing Intensive (WI) classes.

2. WI classes shall consist of classes, some of which are sections of a course, where the faculty member will follow the WI criteria. In some cases WI courses may be established. A WI "course" indicates that all sections of a course will meet the criteria for a WI class and all faculty members who teach that course will meet the WI criteria in the implementation of their syllabus. Such a designation of a WI course will be the result of a decision made by the academic department and the WID WAC Committee with cooperation and facilitation by the Office of Academic Affairs and reported to the Academic Senate for informational purposes. WI classes shall not include EN-101, 102, 103 or their equivalents.

3. Should a WI class need to be combined with a non-WI class the result shall be designated as a WI class and students shall receive WI credit for that class.

4. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for Writing Intensive (WI) professional development workshops and meetings to insure that all instructors designated for teaching WI classes will be able to participate in professional development.

5. All new faculty and adjuncts will be made aware of the criteria for WI instruction. The Office of Academic Affairs will ensure support (e.g. stipend or course release) for new faculty and adjuncts to participate in WI professional development so that the courses they teach may meet the College's writing intensive criteria for any WI classes.

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**CRITERIA FOR WRITING INTENSIVE (WI) CLASS:**

**A. Writing**

All WI Classes shall meet all of the following criteria:

1. Throughout a semester, students spend a portion of their time during class meetings writing in the service of learning course material. This writing may be informal and ungraded.

2. A minimum of 10 pages of formal writing will be assigned and will be achieved by assigning several short papers, one short paper plus a longer one, or one longer paper assigned in stages that are each guided and responded to by the faculty member.

3. These 10 pages are responded to and returned to the student by the faculty member so that the student has the opportunity to revise before a final grade for the assignment is given.

4. The faculty member regularly discusses student writing in class.

5. Each time a writing assignment is given, the faculty member discusses and clarifies the assignment and his or her expectations for it.

6. The course grade is based in substantial part on students' written work. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly in the overall assessment.

7. For liberal arts classes, at least one assessment instrument has a written component that figures significantly in the overall grading process.

8. Written assignments involve at least two (2) of the abilities examined by the CUNY Proficiency Exam (e.g. summary, reading comprehension, critical evaluation of source material including charts and graphs, clarity of expression, ability to use and cite sources, organize an argument, etc.). Additionally, faculty members should make it clear to students how assignments contribute to preparation for the CPE.
B. Class Size

Size should in NO case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in NO case will that limit exceed 25 students.

C. Instructors

Instructors of WI courses are required to participate in the WI professional development workshop series organized and run by the QCC WID WAC Program Coordinators. Only faculty members who have participated in or are participating in the WI Professional Development workshop series may teach WI classes.

ADMINISTRATION

The WID WAC COMMITTEE

The Committee on WID/WAC shall consist of the director or one co-director of the WID/WAC Program, three (3) faculty members from a cross-section of disciplines and one student.

The Committee on WID/WAC shall:

a. Oversee and make recommendations to the Academic Senate related to the WID/WAC program;
b. Review the criteria for a Writing Intensive (WI) class;
c. Recommend changes in the criteria for a WI class to the Curriculum Committee for its approval, which shall be final;
d. Oversee a continuing WID/WAC Faculty Professional Development Program with the Office of Academic Affairs;
e. Hear and decide student cases requesting a waiver from any WI degree requirements;
f. Make the final decision on the designation of a course or section as WI;
g. Insure that all classes designated as WI meet the criteria for a WI class;
h. Coordinate with the Curriculum Committee on issues concerning curriculum.

FACULTY DEVELOPMENT AND SUPPORT

1. Each academic year the WID WAC Program will organize a WI professional development workshop series in order to “certify” faculty to teach WI classes.

2. The Office of Academic Affairs will ensure that appropriate compensation for the WID WAC Directors (course releases) and appropriate compensation for faculty involved in the WI professional development workshop series (e.g. stipend or course release) is included in the budget for the QCC WID WAC Program.

3. Each WI class will be offered assistance (e.g. classroom-based tutor; small group tutoring support) from the ISS in order to support faculty members and students in the writing requirement of the class.

4. Faculty will be offered a stipend or course release for participating in the WI professional development workshop series. The workshop series will include at least 16 hours of such workshops. Such workshops will include the submission of complete WI Class Portfolios (or other forms of assessing the implementation of the WI criteria) as defined by the WID WAC Directors, and will include regular meetings with CUNY Graduate Writing Fellows. The WID WAC Directors will use the WI Class Portfolio to make recommendations to the WID WAC Committee regarding whether or not a proposed WI class shall be “certified” by the WID WAC Committee, and therefore be eligible to be taught as WI. Every second or third year after initially teaching a WI class, faculty members will submit a WI Class Portfolio as defined by the WID WAC Directors to be used for “recertification” of WI status; appropriate recommendations will then be made by the WID WAC Coordinators to the WID WAC Committee pertaining to “recertification” of WI class or course status. For faculty members teaching more than one WI class or course, only one WI Class portfolio need be submitted for recertification.
5. Adjunct Faculty who are assigned WI Classes by their academic department shall be given the same support as full time faculty for the development and instruction of WI Courses.