

**QCC WID WAC COMMITTEE**  
An Academic Senate sub committee of the Curriculum Committee

**Minutes**  
**Meeting of February 28, 2002**

Attending: A. Corradetti, J. Ortiz-Griffin, P. Pecorino, D. Pincus, L. Stanley, C. Weber, Peter Gray, D. Lieberman, M. Magaldi

1. Minutes of the Feb. 20, 2002 meeting were approved.
2. Review of the draft of a resolution for the Academic Senate. There was a consensus that the sub-committee should confine itself to WI matters and the WI aspect of Learning Communities and not to the development of Learning Communities. Revisions will be drafted by Pecorino and Gray and circulated prior to the next meeting.
3. The further development of the Committee's Policies and Procedures.
4. **Set time for Next meeting**
5. **The next meeting was set for: Thursday, March 7,2002 at 10am in H-346**

**QCC WID WAC COMMITTEE**  
**An Academic Senate sub committee of the Curriculum Committee**  
**Chairperson's Report**  
**February 20, 2002**

In a relatively short amount of time the sub committee must accomplish the following:

1. Officially designate WI classes for the summer and fall of 2002.
2. Submit an annual report to the Curriculum Committee
3. Recommend revisions in the Senate Policy and Criteria to the Curriculum Committee, including
  - a. additional features, including such items as incentives for participating faculty
  - b. the inclusion of a WI class in every Learning Community
  - c. In every degree program, the designation of an entire course as WI by the relevant academic departments
4. The election of a new chairperson for 2002-2003
5. The election or designation of a secretary

At the present time it is fairly obvious that the requirement for 2 WI classes of every student who enters the college from September 2002 onward will not be capable of being met. The current voluntary nature for faculty participation in the WI program will not produce a sufficient quantity nor the distribution needed to insure 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. Thus we must find another approach that provides the classes in sufficient number and distribution for all students to satisfy the requirement. Furthermore having required courses designated as WI would appear the most efficient way to achieve the desired result. Students would not need to search out WI classes. 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. The goals of the WI program being quite consonant with those of learning communities this approach would appear to have much to recommend it.

**PROBLEMS:**

1. The number and distribution of Learning Communities will not be sufficient to have all students taking one such experience in their first 15 to 30 credits by June of 2003.
2. Even with Learning Communities being developed there will need to be designated WI courses in each degree program. They need to be identified and adopted as WI by the departments related to each curriculum.
3. Not every department approached will want to cooperate.
4. Not every department that commits its cooperation will do so earnestly. There will be quality control issues.

5. There will be use of adjuncts from time to time and the issues associated with adjuncts neither trained in nor employing WI techniques.
6. At the present time there is no record of the students who have successfully completed WI classes being maintained by the registrar for use in certifying that degree requirements have been met. No matter what the form in which the program continues there will be a need to track and record the successful completion of such WI classes. There are many situations that might arise other than the successful completion of the LC+RWIC formula. There will be WI classes aside from the Learning Communities and Required WI Courses. Students may fail a WI class in a Learning Community and then take that class again, perhaps in a non-WI form.

**I propose that we move forward with attempting to realize the LC + RWIC formula. This entails our support for the Vice President's efforts to enlist the participation of the academic departments in WI Course designation.**

**I propose that sub-committee consider recommending a change in the WI degree requirement that would set back the time it goes into effect a considerable number of years, just short of what might appear to be frustrating the action of the Board of Trustees.**

**In addition, or possibly alternatively, I propose that the sub-committee consider whatever there may be of plans to "phase in" the effective dates of the policy of requiring 2 WI classes. In doing so careful consideration must be given to whatever elements there may be in the plan that would insure:**

- a. sufficient number of WI classes
- b. distribution of such classes across time periods: day, evening, weekend.

Wording for proposals to be sent to the Senate.

**A. The WI +RWIC approach**

I. All students who enter the college as of \_\_\_\_\_ in \_\_\_\_\_program(s) will be required to participate in a learning community before they have earned \_\_\_\_\_ credits.

For a phased approach:

All students who enter the college as of \_\_\_\_\_ in \_\_\_\_\_program will be required to participate in a learning community before they have earned \_\_\_\_\_ credits.

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II. By \_\_\_\_\_ all degree programs will have a required course (all sections) to be offered as Writing Intensive.

III. Departments that have associate degree programs will designate which of the courses will be offered as WI.

IV. 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 one course to be designated as WI.

**OR**

**B. Current approach**

Wording for a proposal to be sent to the Senate as either an immediate or a long term measure.

**The previous action of the Academic Senate in requiring WI Classes in all degree programs is to be replaced by the following:**

**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 enroll in degree programs at QCC as of Fall of 2007 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.