

MINUTES

CSULB students to meet GEAR requirements without having the GPE in place. Three plans arose from the group and will be provided to CEPC as options.

Plan 1: Two WI Course Path

Originally this plan had hopes of keeping the GPE, but as the summer work group continued, this option did not seem feasible. The second part of this proposal remained as the base of the plan. Essentially this proposal hopes to offer students two WI course options. The first option would be 301B. Students can self-place into 301B, and it also can be recommended to them by a department, college or counselor. This plan would also limit the class size of 301B to 12 students, allowing for more instructor attention and student support. Students can also choose to self-place into a traditional writing intensive course. The writing intensive course would also be limited to a class size of 15 students.

A discussion of the top requirements for all plans began. Regardless of the plan, what concepts do we want to emphasize to CEPC? These cannot be overlooked. It is agreed upon that there needs to be something in place for the students who would not have passed the GPE to support their writing skills. Strong resources need to be available for all students.

Furthermore, the committee understands that lowering the class cap is in the student's best interest. The writing intensive class size is 35 currently. Additionally, some type of training

badges for completing them. Digital badges gamify the experience and encourage engagement and completion. Workshops would also be helpful for students to set up these portfolios.

Questions include: will transfer students be awarded the same opportunity? The campus cannot require or guarantee that transfer students will have access to previous writing assignments at other colleges. Potential solutions include having students work on the portfolio during the WI course. Therefore, instead of their ticket into a WI, it will rather be the student's ticket out of the WI course. This allows more time for a student to collect writing samples. Other questions include assessing the online module material and the portfolio. This plan would also require training for other non-WI instructors so students could have/use writing samples for the portfolio.

Discussion: Hatami states amazement at the detail of this plan. However, because of how extensive this plan is, it may run into problems. There is value in the portfolio part, but at the very least, include online modules. The difficulty might be in the implementation of the plan.

Brown states that transfer students would not have CSULB's composition class to prepare students for the portfolio piece. O'Lawrence states as much as he enjoys this plan, it is very broad and a bit intimidating. O'Lawrence suggests that we find a way to categorize the plan so departments can implement it more efficiently.

Brown also suggests that simplifying this plan for the policy p

writing a series of coursework throughout a student's time on campus. Side note: this plan could also implement online modules or a portfolio component. Our campus also does not need to have four courses. Instead, we could have a second WI requirement, one that is lower and upper division.

Furthermore, departments can specify options. This plan is already written into policy at Chico State, so our campus could borrow from it. The key will be to justify WAC, but our campus could decide what a W course means.

Discussion: O'Lawrence states that this plan is straightforward and will work, Deutschman, believes the plan is very comprehensive, and implementation is a little more streamlined. However, WAC has been a struggle in the past. Brown believes that either writing is essential or it is not, and we need a culture change. This plan would require a modification in student academic planners to track courses. It would also require training instructors to be comfortable with "W" courses. This plan might take time to implement, but it is possible. Another comment includes that our campus can decide how to define the "W" course. Perhaps even something in between a traditional course and a WI class. Hatami states that this plan is an ideal approach and seems very doable. Our campus could even change the criteria. Perhaps to 3,000 words instead of 5,000 words.

Ramirez supports this plan