

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:

I. DEGREE REQUIREMENT

Students who enroll in degree programs at QCC as of Fall of 2005 as first time freshman and all transfer students beginning in the Fall of 2005 will be required to successfully complete two (2) credit-bearing 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 LA, LS, FA, PI, EH**, and HS**.
2. 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 Committee charged with WID/WAC will meet with the chairs of all departments involved and arrange for the designation of WI classes.
3. For all degree programs, a Writing Intensive Learning Community may be substituted for one of the WI courses.

* *Transfer students who receive transfer credit for courses that are WI at Queensborough may apply for waivers to the WID WAC Committee.*

** *WI course designations for EH and HS are being negotiated.*

II. GOALS FOR WID WAC PROGRAM

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

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) credit-bearing 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, or the EN - 200, 300, and 400 series.
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. 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.
5. The Office of Academic Affairs and the Committee on WID WAC will regularly monitor the progress of the WID WAC Program in order to determine whether the degree requirement is being successfully met. The Office of Academic Affairs will take actions as it deems necessary to ensure the letter and intent of the Board of Trustees Resolution is being carried out at the College. As of Fall 2005, WI classes will be identified in the Registration Guide and Schedule of Classes. Beginning Fall 2007, the Office of Academic Affairs will review the necessity of identifying classes as WI.

IV. CRITERIA FOR WRITING INTENSIVE (WI) CLASSES

A. Writing

All WI Classes shall meet all of the following criteria:

1. Throughout a semester, students spend a portion of their class time writing in the service of learning course material. This writing may be informal and un-graded.
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 students' written work is an integral part of the course grade. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly (e.g. 30%) 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 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 program as organized and run by the QCC WID WAC Program. Only faculty members who have participated in or are participating in the WI Professional Development program may teach WI classes.

V. ADMINISTRATION

Recommendation to the Academic Senate to create a standing Committee on WID WAC as follows:

The Committee on WID/WAC shall consist of the director or one co-director of the WID/WAC Program, three (3) WI certified faculty members from a cross-section of disciplines, one student, and a designee from the Office of Academic Affairs as ex-officio without vote.

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.

VI. DEVELOPMENT AND SUPPORT

A. Faculty

1. Each academic year the WID WAC Program will organize a WI professional development program 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. 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 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.

4. 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.

B. Students

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

Below is the WID WAC Proposal showing the changes in the FROM and TO format:

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:

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 enroll in degree programs at QCC as of Fall of 2005 as first time freshman and all transfer students beginning in the Fall of 2005 will be required to successfully complete two (2) credit-bearing 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 LA, LS, FA, PI, EH**, and HS**.
2. 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 Committee charged with WID/WAC will meet with the chairs of all departments involved and arrange for the designation of WI classes.
3. For all degree programs, a Writing Intensive Learning Community may be substituted for one of the WI courses.

* *Transfer students who receive transfer credit for courses that are WI at Queensborough may apply for waivers to the WID WAC Committee.*

** *WI course designations for EH and HS are being negotiated.*

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:

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) credit-bearing 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, or the EN - 200, 300, and 400 series.
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. 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.
5. The Office of Academic Affairs and the Committee on WID WAC will regularly monitor the progress of the WID WAC Program in order to determine whether the degree requirement is being successfully met. The Office of Academic Affairs will take actions as it deems necessary to ensure the letter and intent of the Board of Trustees Resolution is being carried out at the College. As of Fall 2005, WI classes will be identified in the Registration Guide and Schedule of Classes. Beginning Fall 2007, the Office of Academic Affairs will review the necessity of identifying classes as WI.

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 :
 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 WRITING INTENSIVE (WI) CLASSES

A. Writing

All WI Classes shall meet all of the following criteria:

1. Throughout a semester, students spend a portion of their class time writing in the service of learning course material. This writing may be informal and un-graded.
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 students’ written work is an integral part of the course grade. When combined with short-answer and multiple-choice tests and other forms of assessing student mastery of material, writing assignments should figure significantly (e .g . 30%) 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 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 program as organized and run by the QCC WID WAC Program. Only faculty members who have participated in or are participating in the WI Professional Development program 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:

See Development and Support - B. Students.

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
- 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 be 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....
- 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:

V. ADMINISTRATION

Recommendation to the Academic Senate to create a standing Committee on WID WAC as follows.

The Committee on WID/WAC shall consist of the director or one co-director of the WID/WAC Program, three (3) WI certified faculty members from a cross-section of disciplines, one student, and a designee from the Office of Academic Affairs as ex-officio without vote.

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:

VI. DEVELOPMENT AND SUPPORT

A. Faculty

1. Each academic year the WID WAC Program will organize a WI professional development program 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. 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 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.

4. 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.

B. Students

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