

WID/WAC COMMITTEE MEETING
Wednesday, October 29, 2014
12:10-1:00 PM, Room H-138

Agenda

- I. Approval of the Agenda
- II. Approval of the Minutes –May 14, 2014
- III. Welcome
- IV. WID/WAC Committee Charges
- V. Waiver Petition(s)
 - a. Post discussion of student Magali Alexis (approved in summer 2014)
 - b. Waiver for student Roberta Vigilance
 - c. Waiver for student Anoumou Ayikutu
- VI. Update on the WI program
- VII. Old Business
 - a. Review the ‘Recommendations of the Academic Senate’ from the previous year to be followed up
- VIII. New Business
 - a. Clarification of the Committee’s Steering Committee Designee

Charges as listed in Bylaws and website:

1. Oversee and make recommendations to the Academic Senate related to the WID/WAC Program;
2. Review and make recommendations to the WID/WAC Director(s) concerning the WID/WAC Professional Development Program ;
3. Consult with the Committee on Course and Standing on waiver requests from students on any writing intensive (WI) degree requirements that the Committee on Course and Standing may be called upon to decide;
4. Make the final decision on the designation and recertification of any course or section as WI;
5. Coordinate with the Curriculum Committee on issues concerning curriculum.

Recommendations of the Academic Senate from previous year to be followed up:

1. Collaborate with Steering Committee to work on Committee Guide, particularly where there needs to be any clarification of committee charge (this may require another trip to the Queensborough archives, located in the Library Building; work with Constance Williams, Senate archivist, cwilliams@qcc.cuny.edu. Resolve the question about the discrepancy of committee charge on the Academic Senate website to determine what, if any, revisions need be made in the bylaws in order to formulate an appropriate charge for this committee.
2. Report on difficulty (or lack of difficulty) with student waivers for WID/WAC program—Success of WID/WAC Program
3. Receive reports of assessments conducted on WI courses by the Office of Academic Affairs (distinct from conduct of assessments) as well as the WI program more broadly conceived. This would include any evaluations of the effect of Writing Intensive courses as implementation of high-impact activities from the Office of Institutional Research
4. Evaluate and review assessment process in WID/WAC courses;
5. Evaluate suggestions for expanding the number of WID/WAC courses in order to meet student demand for courses that enable them to fulfill WID/WAC requirement

6. Evaluate impact of WID/WAC certification for upper-level English courses, and consider the possibility of certifying upper level electives in other subjects, if they meet various writing intensive criteria.
7. Report on any procedural changes in the approval of WID/WAC courses or certification of WID/WAC faculty as a result of new CETL leadership
8. Obtain list of WID/WAC trained faculty
9. respond to questions related to the need for working during annual leave period
10. Maintain website, and revise committee guide, as needed
11. Contribute comment on the impact of WID/WAC for Queensborough's meeting of current Middle States Accreditation
 - a. standards 11: *"The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings"*
 - b. 12: *The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency," as well as*
 - c. Standard 13: *The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards"*