CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

ACADEMIC AFFAIRS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AA-008-223

Graduation Writing Assessment Requirement

Academic Affairs Committee   Date: 11/16/2022

Executive Committee
Received and Forwarded   Date: 3/15/2023

Academic Senate   Date: 04/05/2023
                                                    <u>First Reading</u>
                                                    09/20/23
                                                    <u>Second Reading</u>

Your Name: Laura Massa

Your Email: lmassa@cpp.edu

Title of Referral: Graduation Writing Assessment Requirement

Names and Titles of proponents:
Laura Massa, AVP Academic Programs

Keith Forward, Faculty Director Undergraduate Programs and GE

Keywords: GWAR, GWT, Graduation Writing Assessment Requirement

Is there a deadline by when this referral needs to be considered by the Academic Senate?: Yes

Deadline Date: 04/28/23

Justification for deadline: Approving a new course-based approach to meeting the GWAR requirement before the end of this academic year will allow us to form a committee and begin the course development process in the next academic year, and be ready to implement the program by the Fall 2025 deadline.

Background: In March 2020 the Chancellor's Office suspended all in-person testing for the Graduation Writing Assessment Requirement (GWAR) and directed campuses to develop an alternative approach to satisfying the in-person testing requirement through a course or series of courses. Subsequent memos notified us that the GWAR requirement was under review and we should await further direction. In April 2022 we received a memo clarifying the new policy. Both memos are attached. The revised policy is linked in the recommended resources. Among other changes, the revised policy specifies that in-person testing is no longer allowed as an approach to satisfying the GWAR requirement, and that it does not apply to graduate or other post-baccalaureate students.

In response to the initial March 2020 memo, CPP suspended the Graduation Writing Test (GWT) used to meet GWAR, and the Office of Academic Programs worked with Academic Senate to form a committee to develop a proposal for meeting GWAR through a course or series of courses. The proposal the group developed in fall 2020, and revised in fall 2022 is attached. This proposal includes the identification of writing intensive courses in academic programs, and a committee to oversee the requirement.

The April 2022 memo directs that campuses have a course-based approach to satisfying GWAR in place by Fall 2023. On October 13, 2022, Provost Brown requested and Alison Wrynn, Associate Vice Chancellor for Academic Programs, Innovations and Faculty Development, approved a request to delay the implementation until Fall 2025. The delay was approved to give the campus time to adopt an approach to meeting GWAR through course work and approve those courses. The GWAR requirement will remain suspended until Fall 2025 at the latest.

Recommended Resources:

Graduation Writing Assessment Requirement Determination of Competence in English: https://calstate.policystat.com/policy/11516578/latest/#autoid-drz47

Committee members: Brianne Dávila, Aaron DeRosa, Gwen Urey, Kristi Prins, Olga Griswold, Erin DeRosa, Jennifer Andelin

Attachments:

See below, after discussion/recommendations.

1. Attachment1_LJB to Provosts GWAR Suspension March 12 2020_Laura Massa.PDF
2. Attachment2_Clarification on the CSU Policy on the Gradua_Laura Massa.PDF
3. Attachment3_GWAR Proposal_Laura Massa.pdf
4. AA-008-223 open meetings flyer.pdf
5. AA-008-223 open meeting Fall 2023 Sep 18.pdf
6. Notes from the open meeting 9/18/2023

Discussion

The committee met and discussed this referral in November 2022 through March 2023, during which we consulted with committee members' constituents. We also held two open meetings (advertised to all faculty on campus with a faculty@cpp.edu email invitation) via Zoom (March 1st and March 3rd) to receive additional feedback, which were attended by faculty, staff, and members of the administration from across campus, including members of the GWAR committee.

The first reading report provides in-depth details about the discussions and the edits made in AY 2022-23.

Over Summer 2023 and into Fall 2023, the committee consulted further with Jocelyn Chong (Academic Programs Coordinator), Keith Forward (Interim AVP of Academic Programs), Aaron DeRosa (Interim Faculty Director of Undergraduate Studies and GE), as well as several Department Chairs, and attendees at a third open meeting held on September 18 (see Attachment 5; detailed notes from this meeting are available in Attachment 6).

All faculty input was considered, and we made an extensive effort to adjust language and allow for as much flexibility in how departments define and teach writing in their fields. This policy seeks to support the mission of WID (writing in the disciplines) and focuses on student success while outlining support for faculty as well as protections from faculty being overworked (e.g., class enrollment caps).

Recommendations

The Academic Affairs Committee recommends adopting the heavily revised new university writing requirement policy proposal (Attachment 3) in order to establish a writing committee (UWC) and have writing-intensive courses ready to offer in time for the Fall 2025 deadline.

Attachment 1:

CSU The California State University
OFFICE OF THE CHANCELLOR

Academic and Student Affairs
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Loren J. Blanchard, Ph.D.
Executive Vice Chancellor

Tel: 562-951-4710
Email: lblanchard@calstate.edu

March 12, 2020

MEMORANDUM

TO: **CSU Provosts**

FROM: Loren J. Blanchard, Ph.D.
          Executive Vice Chancellor

SUBJECT: Temporary suspension of the California State University Graduate Writing
          Assessment Requirement (GWAR)

The current suspension of in-person classes due to COVID-19 across our system, as well as
Executive Order N-25-20 issued by Governor Gavin Newsom requiring adherence to social
distancing guidelines, leads us to issue a temporary, limited suspension of the California State
University Graduate Writing Assessment Requirement (GWAR). Campuses that utilize in-person
testing to meet the mandate of Executive Order 665 Revised, shall immediately suspend the
GWAR requirement. CSU campuses that have moved to utilizing completion of a specified
course or courses to meet this requirement may continue to do so.

The temporary suspension is sought to facilitate student progress toward degree completion
while faculty redesign curricula to ensure students have the instruction and practice needed in
order to achieve university writing outcomes without the use of in-person testing. We ask that
campuses work with their campus-based Academic Senate, through the shared governance
process, to determine an alternative metric to satisfy the in-person testing requirement via a
course or series of courses, beginning with the 2021-22 academic year.

If you have questions regarding these guidelines, please contact Dr. Alison Wrynn, Associate
Vice Chancellor, Academic Programs, Innovations and Faculty Development at
awrynn@calstate.edu or 562/951-4672

LJB/amw

CSU Campuses	Fresno	Monterey Bay	San Francisco
Bakersfield	Fullerton	Northridge	San José
Channel Islands	Humboldt	Pomona	San Luis Obispo
Chico	Long Beach	Sacramento	San Marcos
Dominguez Hills	Los Angeles	San Bernardino	Sonoma
East Bay	Maritime Academy	San Diego	Stanislaus

Attachment 2:

CSU The California State University
OFFICE OF THE CHANCELLOR

Academic Programs, Innovations and Faculty Development
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Alison M. Wrynn, Ph.D.
Associate Vice Chancellor,
Academic Programs, Innovations and Faculty
Development
Phone 562-951-4672
awrynn@calstate.edu

MEMORANDUM

Date: April 25, 2022

To: AVPs for Academic Programs and Deans of Undergraduate Studies

From: Alison M. Wrynn, Ph.D.
                Associate Vice Chancellor, Academic Programs, Innovations and Faculty
                Development

Subject: Clarifications on the CSU Policy on the Graduation Writing Assessment
                Requirement (GWAR)

We would like to provide clarification on the recently revised Graduation Writing
Assessment Requirement (GWAR) <u>policy</u>, as questions have arisen in relation to effective
dates. We apologize for any confusion.

- The GWAR remains suspended until the start of the fall 2023 semester for campuses
  whose students were required to take an examination to fulfill GWAR. No student
  shall be asked to take an examination to meet GWAR; this includes students with
  catalog years prior to fall 2023.
- If your campus met GWAR with a course-based requirement for undergraduate
  students, you may continue to have students take the courses as part of their degree
  programs.
- If your campus is transitioning away from a writing exam and does not yet have
  sufficient GWAR courses for students, or if asking students, especially seniors, to
  take an additional course delays their degree completion, *the GWAR requirement*
  should be waived.

If you have any questions or if your campus needs additional time to develop writing policy
and to create GWAR experiences within classes, please contact Dr. Brent Foster, Assistant
Vice Chancellor and Dean, Academic Programs, at bfoster@calstate.edu.

c.   Sylvia A. Alva, Executive Vice Chancellor, Academic and Student Affairs
        Robert Collins, Chair, Academic Senate, CSU

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Attachment 3:

The Graduate Writing Assessment Requirement (GWAR) Policy Update

CPP's Alternative GWT Committee was formed on August 26, 2020, to address changes to the GWAR policy, EO 665, passed down by the CSU Chancellor's Office in a memo dated March 12, 2020. EO 665 states that students "must demonstrate competence in writing skills through "a 3-semester unit, upper division course." By requiring *coursework* to demonstrate competence, the EO asserts that writing skills are best demonstrated as a process rather than through a single, high-stakes (and often inequitable) benchmarking assignment (exam, portfolio, etc.).

Drafted in 2020 and revised in 2023, CPP's plan calls for the creation of a Writing in the Disciplines (WID) program at CPP. Adopted by nearly half of all CSUs, WID programs recognize written communication not as a generic skill, but as a contextual one where conventions and audience expectations vary by field. By promoting the integration of writing into disciplinary courses, WID programs:
- respect the diversity of academic programs by empowering departments to set field-specific writing expectations;
- advance students' career readiness by preparing them to communicate in their chosen professions;
- and promote CPP's "learn by doing" mission by grounding writing instruction in field-specific work (e.g., reports, memos, business models, grant proposals, etc.).

The proposal below ensures students will be able to meet the GWAR standard and establishes the infrastructure to support faculty and students. To that end, the proposal:
- Eliminates the GWT examination;
- Replaces the Academic Senate GWT Committee with the University Writing Committee;
- And establishes standards, policies, and procedures for GWAR certification, review, and assessment.

Proposal

1. **Graduate Assessment Writing Requirement (GWAR) Policy**. Eligible students will satisfy their GWAR through upper-division coursework in designated writing-intensive courses with a grade of C or higher. All majors must identify, within their curriculum, a way for students to satisfy GWAR. GWAR-certified courses should be offered as part of the curricular requirements of the major or a designated service course; Upper Division GE Synthesis coursework may also be available.
    a. Students are eligible upon completion of 60 semester units per EO 665.
    b. No writing-intensive courses may be designated as such by a major program nor included as a service course in another academic department without that department's approval.
    c. A student's completion of another CSU's upper-division baccalaureate writing requirement with a grade of C or higher shall be transferrable to CPP.

2. **The University Writing Committee (UWC)** will oversee GWAR, replacing the current Academic Senate-appointed GWT Committee.
    a. **Membership**: The UWC shall consist of a Faculty Director or Coordinator with expertise in "Writing in the Disciplines" pedagogy who will serve as committee chair, the

Composition Coordinator, one representative from each college, the University Library, a representative from the Office of Academic Programs, and a representative from the Office of Assessment and Program Review. It is recommended the University Writing Center Coordinator be included as well.

b. **Responsibilities**: The UWC's responsibilities include:
   i. Maintaining and developing GWAR certification standards and promoting best practices for writing instruction.
   ii. Certifying courses as meeting GWAR standards.
   iii. Coordinating with campus partners to advance faculty development, student support, and assessment practices.
   iv. Conducting regular reviews of courses and assessment data to ensure sound, equitable, and consistent practices.

c. **GWAR Course Application**: Course certification and recertification are run through the UWC.
   i. An academic unit proposing a new course for which certification is sought shall indicate on the proposal form that GWAR certification is requested and concurrently submit a proposal for GWAR certification in the Curriculum Management System (e.g. Curriculog).
   ii. Proposals for GWAR certification of preexisting classes, or recertification, shall be reviewed directly by the UWC and need not be reevaluated by College and University Curricula Committees.
      1. GWAR courses in the GE program must also be reviewed by the GE Committee.

d. **GWAR Course Review and Recertification**: The Office of Academic Programs shall keep a record of all GWAR-certified courses and recertification timeline. Courses should be recertified either every seven years or in alignment with a department's program review, as appropriate.
   i. If a course changes in a way that it no longer meets the requirements for GWAR certification, the UWC and department should work to restore the alignment with GWAR standards, or that course's GWAR certification can be revoked. If a course's GWAR certification is revoked, the course can still be offered as a regular course, even if it no longer satisfies GWAR.

3. **GWAR Certification Standards**. For a course to receive certification as a writing-intensive course, it must demonstrate it meets the following minimum standards:
   a. **Eligibility**: Upper Division course with a prerequisite of Junior Standing (60 units of coursework, per EO 665).
   b. **Units**: GWAR must comprise at least 3 units. CPP considers this standard met either through:
      i. a single, 3+ unit course,
      ii. a corequisite course (e.g., a lecture and lab), 3+ units
      iii. or complementary course sequence (for no more than 6 total units).
   c. **Enrollment Constraints**: Student enrollment in GWAR courses should not exceed 28 in 3-4 unit courses and should not exceed 40 in complementary courses. UWC is empowered to grant exceptions.
   d. **Learning outcomes**: The current standard for written communication at CPP was set by faculty through a university-wide consultation process and approved by the Academic Senate in the form of the written communication rubric (2018, rev. 2022). https://www.cpp.edu/assessment/documents/written-communication-rubric.pdf. This

rubric identifies the minimum required learning outcomes associated with written communication. Writing assignments in GWAR courses must be assessable using the University rubric or aligned, certified instrument.

e. **Pedagogical practices**: Disciplines are experts on the conventions and standards expected within their fields and writing instruction pedagogy should be adapted to those criteria. Minimum pedagogical expectations include:

    i. *Amount of Writing*: Students produce at least 4000 words (approximately 7 single-spaced pages/15 double-spaced pages, including substantially revised words) of individually-composed writing.

    ii. *Attention to Writing*: Meaningful time is devoted to instruction in writing through instructor feedback and other strategies (e.g., reviewing assignment expectations, peer review, analyzing audience needs and expectations, discussing disciplinary conventions and style, and embedded tutoring).

f. **Grading**: GWAR is a CSU-mandated assessment requirement that certifies an individual student meets written communication standards. For that reason, course grades in GWAR-certified courses—which determine whether a student has met that standard—must be meaningfully aligned to a student's individual performance on written communication. Grades assigned to a student's written communication skills (defined by the rubric, which includes but is not limited to grammatical fluency) should constitute a substantial component of the course grade.

    i. Students shall receive credit for having met the requirement upon completion of the academic unit-specific upper-division writing course with a grade of "C" or higher, as long as the course was GWAR certified at the time the student was enrolled, independent of the student's catalog year.

GWAR Certification Standards

GWAR Standard	Description
Upper Division	Course must be a 3000 or 4000 level, prerequisite Junior Standing.
Min. 3-units	Can be a single course, corequisite courses, or complementary courses in sequence.
Enrollment Cap	28 for a single course, 28 in writing-intensive component of a corequisite, or 40 for complementary courses. Exceptions can be made in consultation.
Pedagogy: Amount of Writing	4000 individually-written words, including drafts.
Pedagogy: Writing Instruction	Meaningful time is devoted to instruction in writing through instructor feedback and other strategies (e.g., reviewing assignment expectations, drafting, peer review, analyzing audience needs and expectations, discussing disciplinary conventions and style, embedded tutoring).
Assessment: Learning Outcomes	Writing assignments in GWAR courses must be assessable using the University rubric or aligned, certified instrument.
Assessment: Grading	Grades assigned to a student's written communication skills (defined by the rubric, which includes but is not limited to grammatical fluency) should constitute a substantial component of the course grade.

Attachment 4:

Open discussions of
Academic Affairs referral
AA-008-223 GWAR

When:
Wednesday March 1, 2023, 3-5pm or
Friday March 3, 2023, 11:30am-1pm

Where: Zoom
https://cpp.zoom.us/j/81080790479
Zoom room ID: 810 8079 0479

**Relevant documents will be shared
via this OneDrive folder**

Attachment 5:

Third open discussion of Academic Affairs referral AA-008-223 GWAR

When:
Monday Sep 18, 2023, 11am-12:30pm

Via: Zoom
https://cpp.zoom.us/j/81080790479
Zoom room ID: 810 8079 0479

Relevant documents will be shared via this OneDrive folder

Attachment 6: Notes from the open meeting on 9/18/2023

Attended: Aaron DeRosa, Jessie Vallejo, Jon Phillips, Ashley Ly, Bharti Sharma, Brianne Dávila, Muditha Senanayake, Berit Givens, Denise Kennedy, Jesse Portillo, Jocelyn Chong, Keith Forward, Nick Von Glahn, Rita Kumar, Sara Langford, Christina Chavez-Reyes, Claire Whang, Neil Chaturvedi, Chitra Dabas
OVERVIEW

- Long process (longer than planned due to COVID etc)
- Dealing with curriculum demands
- Expanded ways to reach the 3-unit GWAR req from Chancellor's Office (ex. Activities, service, lab courses; sequenced courses) - Pathways to get units is big change
- Falling back to agreed-upon items with faculty: written communication rubric approved by Academic Senate (and curriculum committee on campus)
- Grading: pulled out, will be determined between Univ Writing Committee and faculty/depts
- Written communication is NOT just discussing grammar/mechanics (Written Communication rubric has 4 different categories and development of ideas, clarity of argument, providing evidence, etc. Are part of the rubric; not just grammar)
- Req of participation: with complexity of depts and making sure students are successful, we require that every dept participates in some way (identifying a course or a pathway, may include GE, keep track of which courses are expected to make sure students can make it through without increasing number of units)

Berit Givens – question – heard in a recent meeting that a 4000 word paper is required
  AD: 4000 word requirement may be met in revised writing and in several assignments (or one that is revised); may include self-reflection or peer-reviewed process, etc.
ALSO: one major change to the policy (added to summary above about dept participation)

Jon Phillips – question – approval process for designated required major class?
AD: Policy lays out the process; similar to Area F; University Writing Committee (set up through Senate) will evaluate applications. Initial implementation will be a little different, AD will be helping and as will others to get everything started. Curriculog type of system (Keith Forward said we'll make it work). Depts will need to identify assignments, review rubrics that will, be used, ideally we'll have an easy to check off boxes and

Due date: Fall 2025. We'll aim to get started ASAP depending on how the approval process goes this week with Senate. We have about a year to figure it out. We're also dealing with other state mandates

Denise Kennedy – pedagogical questions – 4000 words / 15 pages
Do we need to revise ECO's to designate class?
  80% of depts on campus already identify courses that assess this; not all necessarily meet the requirements yet, but a UWC and the univ will coordinate to help depts identify/modify these courses.
  Any number of pathways that includes 4000 words total is fine
Course caps being considered?
  [see below, Page 6 of these notes; basically 28 is cap but some variations may occur if courses are sequential or co-requisites; 28 is within range used across CSUs; no one is

required to increase cap to 28 or beyond and this is meant to help protect faculty from being overworked]

Jocelyn Chong – reminded us in the chat of the rubric:

Context and Purpose for Writing - How well the writing addresses the audience, purpose, and context of the project

Organization - How well the writing uses a system to order ideas and concepts. (e.g. transitions, sections, paragraphs, etc.)

Development - How well the writing advances ideas using compelling and relevant narratives.

Clarity and Grammar - How well the writing uses grammar tools to communicate.

Disciplinary Conventions - How well the writing implements rules, expectations, and formats for writing within disciplinary fields. (optional at the university level but very applicable for programs)

https://www.cpp.edu/assessment/documents/written-communication-rubric.pdf

Christina Chavez-Reyes – questions about recertification and Area F revision model

Holds, technicalities, etc. create issues for graduation, faculty and students have to carry load of stress or what additional work may be needed

People from outside the dept may be making decisions on whether or not a class meets requirements of writing in the discipline

What would grace period be for any denials of recertification? What additional work will be required?

KEITH FORWARD: response – pedagogy and knowledge still largely overseen/identified/explained by Dept. / UWC would provide external guidance

For Area F – ethnic studies experts and committee is also unique to state law and the field of ethnic studies; also issues of cross-listing in Area F that GWAR doesn't deal with.

It's better to think of UWC being more like a program review committee, curriculum committee

Discipline-specific will be central, and then future coordinator will help faculty, depts, and committee

Grace period will take into consideration other factors as needed

UWC will be more of a resource and less of a demanding top-down; authority is more of program review and to help make sure certain assessments are happening and there are actually writing assignments

Suggestion: **rephrasing some of the UWC language in policy to emphasize the collaborative nature that Keith and Aaron described**

ADDED/Reworked section 2D a bit: with KF/AD/JV:
Recertification – may add *"or within alignment of department's program review"* to cover both bases at once and reduce work on this type of analysis

SARA LANGFORD: seems reasonable for how this may work for a particular class, BUT if the point of this is assessment, then how is 3e.2. is a mandatory component? This seems more developmental and maybe left to faculty prerogative. If there's a problem with a department not doing their job, that would be revealed in assessment.

AD: GWAR is not simply an assessment tool; assessment is built in but if it were just a tool, then GWT would be perfectly fine with a benchmark; however, *writing is more of a process/development and this is about instruction*, and depts will need to figure out what that process is. Language in our proposed policy is slimmed down from across CSUs.

Reminder that UWC will have representation from across colleges/departments.

SL: Concerns about more regulations and demands (language issue in policy?)

AD: There is a CSU that has just one course that is a paid exam within a course and this policy is trying to avoid that situation. We're trying to avoid a top-down approach to what a GWAR course looks like while still providing basic understanding of what goes into a written communication course.

ADDED POST MEETING by JV/AD:

In 3e., this is addressed as "*Disciplines are experts on the conventions and standards expected within their fields and writing instruction pedagogy should be adapted to those criteria.*"

Giving examples, discussing assignment, etc., are some ways this could be accomplished.

MUDITHA SENANAYAKE: questions about parallels with Area F – faculty have to be evaluated, too. Will that be needed for writing intensive courses?

AD: in short, no, this won't be like an Area F committee

MS: What about faculty coming in with ESL or faculty training?

AD: Faculty training is taken seriously in Academic Programs and the policy includes a position (writing in disciplines coordinator) who can work with Assessment, CAFE, faculty, etc to give faculty resources. These decisions may also be handled by the dept to choose who will teach the class in the first place. Resources will be available to help faculty feel confident in teaching these courses.

MS: And who will make these decisions in the dept? Is this limited in senior year?

AD: Upper division (3000 or 4000-level taken at any point). Must be required courses (or a grouping of required courses/options).

Administrative process is in planning stages still, but AD will, be checking in with departments about their curriculum, looking for stipends to help faculty make changes.

JON PHILLIPS: Are we going to receive reassigned time for a Department Writing Coordinator? We have 5 tenure-line faculty and two B.S. programs. Our faculty is spread very thin.

KF: we are one of 7 or 8 CSUs that had a test; a large portion of the CSU has moved toward course-based. We have to invest some resources to build up our infrastructure.

6 WTUs of assigned time next spring (for the start-up of this process and a Writing in the Disciplines Coordinator for Sp 2024, Fall 2024, Spring 2025; still release time possibilities after but will be adjusted, possibly 3 WTUs unless other special projects are required);

series of workshops (stipends to attend) for interested faculty

Working with CAFE to build pedagogy strategies for teaching these courses.

(above = larger investment on front end)

Later continued workshops and help for onboarding new faculty

e.g. Gwen Urey told us at the last Executive Committee – onboarding of new faculty may include several days and workshops to help dept new hires (URP does this)

Plans are to make this a proactive approach. We've met this crossroads several times dealing with GWT, which was implemented in late 1970s. Then in mid to late-1980s, there were issues with students passing, so we implemented more writing on campus in more courses. Then semester conversion, every GE course was required to have this; but then in courses with 120+ students or other situations, not all faculty are giving feedback on writing.

GWAR is meant to be proactive and have more conversations, also to have more ability to adapt, be flexible, and build up resources, artifacts, etc. How does writing change? This can be flexible for that over the years.

In sum: some stipends may be available but we can't promise that at this stage; continuous funding for the coordinator for here on out; will have to respond to demand and figure out on-boarding process of TT and lecturers.

RITA KUMAR: earlier comment from Christina – language on section 2d1: sounds too much like Big Brother. Can we soften it a bit? "at any time" seems especially problematic

Could we soften the tone? (review cycle of 7 years that doesn't always line up with WSCUC or ABET and other accreditation/evaluation purposes) -- but yes, we can adjust this language.
Added post meeting by JV/AD: 2.b.iv referenced again and "at any time" removed to emphasize the supportive/collaborative aspects and soften any "big brother" language.

BERIT GIVENS: question about requirements for pre-requisites – junior standing?

Could that be changed? Does it have to be satisfied? Maybe it's for EO665 but not all CSUs seem to enforce that. May be an issue for some math classes that could take them earlier as sophomores.
KF: upper-division course could be fine and in line with policy; however, there's a caveat when we think about assessment and trying to assess near or toward graduation.
KF: likes to try to get rid of permission codes, add codes, curriculum, etc., to make curriculum more transparent
AD: For assessment purposes, when do we want our students to jump into a 3000 or 4000-level class? Sometimes this is a problem in GE. These are considerations that could take place in between UWC and Depts. Ideally, we'd want to avoid

BG: For each dept identifying/certifying a course: is it mandatory? Or could we choose an elective and then allow students to pick another course if they'd like to.

AD: "choose one of X courses" could work; choice is part of the vision of this; but will there be enough sections to offer the course? We want to be able to plan implementation process and preparing departments to provide support if that's what is asked. UWC and Academic Programs would facilitate some of this.
KF: Another caveat is that we don't want to elongate the path to graduate and 120 units or required units. Class should be identified somewhere on the roadmap and curriculum charts. Also work for transfer students. The hope of this being in the discipline is essential and key to the pedagogical purpose of this (rather than just creating writing courses).

Bharti Sharma: discussion in department (see also emails)
SFRs and class size:
4000 words – clarified but what about grading related to class size and workload?
Could we collaborate with GE courses to help satisfy requirements for students?

Ideally students should be assessed in science; but if they're not prepared to be successful earlier on (lower-division courses, first and second years) - how do we actively think about our programs and get our faculty to come together to reimagine writing in the discipline

KF: this is culture change we're trying to create and build the ideas and values of writing in our disciplines

BG: Questions about cap and will anyone be expected to enroll over?

AD and KF: no one will police this and it needs to be up to the dept and faculty to decide on enrollment caps, who's teaching, hidden work, etc.

CAPS – 28 – more in line with lower-division writing courses; most CSUs are in 20-28 range, only 1-2 we know of have higher (30) caps with caveats.
I spoke about the dept coordination efforts in Music (subcommittee)

Aim is to have a flexible policy enough that we can address most dept and faculty concerns
Policy currently allows flexibility in enrollment but based on discussion and if it will be viable.
Also the alternative ways to get course cap with co-reqs, sequences/pre-reqs etc. (where is writing component evaluated/graded and where will that labor reside?)
> Writing spread across multiple courses/sequences also helps alleviate some of the enrollment cap concerns

BG: Planning for department faculty meeting:
Do we want to talk about X class or some electives or other classes be designated?
How can we know if there'll be a viable option in another dept or UD GE courses?
AD: Some departments are intending, but UWC could help coordinate.
> e.g, recreating a grant writing course, technical writing course in EML (but make sure it's on a curriculum sheet and they can anticipate FTEs)
> Some
> Could Math consider creating an UD GE course? Faculty may need to meet with GE committee?
> > KF: UD GE courses should be scaffolded based on other GE courses (less from major courses). Could Calc III be based on Calc I (a GE course in LD) and then coordinate perhaps with other disciplines and broadening. Needs a balance. But then also this is meant to support writing in the discipline, so a careful balance between these three concerns needs to be made.

Culture change and embedding graduation requirement in majors – this is a decent job to try to thread the needle across different competing concerns across campus. *There will be support in this process.*
Departments will be able to decide how active they'll be in this. Policy is meant to guide/support/be open to an evolution of writing in the disciplines rather than dictate what writing is.

GWT
10-12 CSUs (CSULA, Fullerton and most of our peer institutions) have writing in the disciplines
> Depts and disciplines are unique and should be recognized as such to value the writing we all actually do in our fields.
6-7 have a list of courses that are UD GE or additional grad req and then a fee; but this assumes that a type of essay that most students won't write in their professional lives after graduation is the best way to evaluate them.

GWAR as a graduation requirement or a major course will determine if they satisfy enough reqs to graduate

CHITRA DABAS: GWAR assignments and classes
> Administratively, students just need to pass the class; req is tied to course so a student cannot get a C- on the class and B+ on writing and still get credit for GWAR (more like American Institutions requirement in this respect)
> Do we have language in the policy about minimum course grade? What about departments with a D- or C- as passing?

KF: grade needs to be designated above current minimums. Could be questioned. There is a conflict of value of 2.0 grad requirement vs. D-...but 2.0 as C or better as standard is more in line with general univ-wide expectations.

CD: Or what about students who do poorly on writing but pass the class?

AD: Part of our balancing act. According to written comm rubric at or near graduation. Title V sets up A,B,C,D, & F for grading scale, but institutions can have the +/- (.3 of a grade unit); not used across CSUs and other institutions. There are inequities if they transfer straight across; we want to treat transfer students more equitably. KF will check into other CSUs use of +/-. How can we communicate several different standards across campus? Sometimes students satisfy all requirements but have less than a 2.0.

BG: suggested "CR" as meaning C- or better?

Added by JV/KF after meeting: Might be able to promote writing req in multiple classes and majors – as long as students take any of the WI courses and pass with minimum grade of C, the GWAR will be satisfied; DPR coding – will have a bucket of writing intensive courses, one with the C or better will satisfy the requirement.

AD: Group assignments – Aaron DeRosa made some theoretical assignments that could be made (e.g., grant, peer assessment, assigned roles, evaluate a manager's timeline, org chart, analyst's reflection, etc.). Flexibility within group assignments is possible. See examples in shared folder for different tasks and ways of assessing writing in class.