

**Minutes
GWAR Committee
PSY 148
1:30-3:00**

**Meeting Number 5
November 3rd, 2017**

Present: Joseph Aubele, Debra Fraser, Rebecca Lemme, Rebekha Abbuhl, Max Rosenkrantz, Lei Sun, LEEANNE BERGERON, Lori Brown, Lori Smurthwaite, Jason Moore, Henry O'Lawrence, Carol Comfort, Jason Deutschmann, John Scenters-Zapico, Jonathan O'Brien, Kerry Johnson.

English Department visitor: Eileen Klink

1. Approval of agenda: M/S/P

2. Minutes of meeting on October 20th, 2017: Approved M/S/P

3. Announcements

- a. There is a GPE test on November 18th.
- b. The GWAR chair is unavailable for the scheduled Nov. 17th meeting. The committee elected to postpone the Nov. 17th meeting to Dec. 1.

4. EO 1100 implementation phase memo from Jody Cormack, Interim Vice Provost for Academic Affairs and Dean of Graduate Studies

- a. This fall, we are responsible for “exam[ing] the current GWAR policy and develop[ing] proposed changes in consultation with CEPC and GEGC” (p. 1 on memo). We need to create a shortlist of proposals, as we will need to send this list to the GEGC as soon as possible. The GEGC will in turn make their recommendations to CEPC, which in turn will make its recommendations to the Academic Senate.
- b. In the spring, there will be campus-wide discussion forums related to the executive order, including the GWAR. We can have the composition forum then, as well as other forums to get feedback from a wide variety of stakeholders.
- c. In Fall 2018, the Academic Senate will consider proposals in Fall 2018.

5. Finalizing list of proposed solutions

- a. Over the course of the semester, we have discussed many different proposals:
 - 1. Proposal 1: Departments can choose between the current pathway (test and courses) or the WAC alternative (two existing courses in the major with writing, each with 2,500 words across two or more assignments, along with opportunities for feedback and revision).
 - 2. Proposal 2: Students will take a course or courses that have writing.
 - 1. Variation 1: The GPE is used to place students into one of three, 3-unit upper division composition courses (one for students with a low score on the GPE, one for students with a mid-range score, and

one for students with a high-range score). In addition, they will take a course in the major that has writing (at least 2,500 words and opportunities for feedback and revision).

2. Variation 2: There is no GPE. Students take an upper division composition course plus two courses in their major with writing (each with 2,500 words and opportunities for feedback and revision).
 3. Variation 3: There is no GPE. Students take an upper division composition course plus one course in their major with writing (with 5,000 words and opportunities for feedback and revision).
 4. Variation 4: There is no GPE. Students take one course in their major with writing (at least 2,500 words and opportunities for feedback and revision) and a writing intensive capstone course in the B, C, or D category.
3. Proposal 3: Return the GPE to an exit examination.
 4. Proposal 4: Leave it to the departments (but give them a list of possibilities/parameters and require GEAR approval for the departmental plan).
- b. The committee was asked whether they were satisfied with these proposals.
1. A question was raised about the 120-unit cap and whether the university could have a writing requirement that exceeds the 120 units. Currently, we do have a university writing requirement that allows students to exceed 120 units, but it is unclear whether this will be allowed to continue.
 2. It was suggested that we put forth as ambitious a plan as possible (an upper division composition course taught by instructors who are writing specialists plus the WAC alternative), because it is a common criticism that CSULB graduates cannot write.
 3. It was noted that not all departments have experts in writing, but that they will need to take more responsibility in the future for their own students' writing.
 4. It was suggested that the plans we put forward address different contingencies (e.g., if we have three extra units, or if we are limited to 120 units; if we have the GPE, or if we don't). It was suggested to make the assumptions of the different proposals clear on the document that we send to the GEGC and CEPC committees.
 5. It was noted that we do not have enough WI capstone courses, but that there is an effort to reclassify capstone courses that are not in the B, C, or D categories so that they fit into one of those categories.
 6. The committee unanimously decided that the proposal of returning the GPE to an exit examination should not be sent forward.

7. All proposals will require resources for faculty development, workshops, and possibly tutors.
- c. Rebekha will formalize the language for these proposals and send a draft to the committee. The committee is asked to comment on the preliminary proposals by Nov 17th. The agreed-on proposals will be sent to the GEGC and CEPC.

6. Activating WAC pilot- Liberal studies and History spring 2018

- a. Reactivating the pilot will allow us to collect data about what works and what doesn't in the WAC alternative.
- b. However, a concern was raised that this may be difficult to code administratively, and that there will need to be clear communication to students so that they do not become confused. A suggestion was made to create a FAQ page on the WAC website.
- c. There was a motion to reactivate the WAC pilot on the understanding that we will contact enrollment services within the week to obtain any information about what concerns they have. MSP.
- d. John Scenters-Zapico will notify History and Liberal Studies so that they can move forward with the WAC Alternative to satisfy the GEAR. In addition, he will contact Donna Green and Jennifer Dizon to determine how to administratively code the WAC Alternative for Liberal Studies and the History departments.
- e. The departments must use the WAC Alternative syllabi that were approved by the committee.
- f. WAC Program will actively solicit three more departments to participate. The GEAR committee approved five departments for the WAC Alternative pilot. Three additional departments will be recruited for fall 2018.

7. Update on EO1100 from Kerry Johnson

- a. Discussions are being held about re-categorizing GE capstone courses so that they fit into the B, C, and D categories.
- b. It is clear that a 120-unit cap will be enforced. Anything that pushes a major over 120 units will need to be exempt. Perhaps the programs will be able to ask for exceptions, such that students who need to take a GEAR portfolio course will be able to do so.
- c. The Academic Senate requested a delay from the Chancellor's Office in implementing EO 1100 in order to have time to convert E and F category courses to B, C, or D categories.

8. Issues scheduling GEAR portfolio courses

- a. Enrollment services cannot efficiently code the five emergency UNIV 310 courses approved by the provost for spring 2018.

- b. Academic Affairs has approved the addition of five ENGL 301B sections to accommodate the 100 additional seats that are needed to satisfy the demand for GWAR portfolio courses.
- c. There is a need to schedule spring 2018 ENGL 301B courses during student enrollment in the fall in order to provide timely notification. When additional sections are added during the first week of the semester, it is difficult for students to adjust their schedules to add a course.
- d. Leeanne Bergeron and Eileen Klink will work together to schedule five added sections of ENGL 301B.

9. GWAR Coordinator's report: Postponed to next meeting.

10. Adjournment: Next meeting 12/1/2017 at 1:30pm, location TBD.

Respectfully submitted,

Leeanne Bergeron, Secretary

(These minutes were approved on 12/1/17).