SUBMITTAL DEADLINE – SEPTEMBER 1ST
Proposals submitted beyond the deadline will not be guaranteed consideration in time for catalog inclusion.

A Modifying Change involves a revision to the content of the curriculum including new courses, a change of course objectives or learning outcomes, and may have budgetary and/or resource implications.
The following categories are intended as a guideline for curricular changes. They are not meant to be an exhaustive list. Consult the Curriculum Committee for questions regarding the classification of changes not listed here.

Modifying Change Categories - Check all that apply

☐ Any change in the established mission or objectives of the school, college, or department
☒ New course(s)
☐ New minor
☐ New concentration
☐ The addition of courses or programs that are a significant departure in either content or delivery, comprising less than 25% of the program. (more than 25% is a Strategic Change; submit to EPC)
☐ Deletion of existing course
☐ Rewriting a course description in a way that essentially creates a new course
☐ Changing the designation of a course (e.g. from Unrestricted Elective to General Education)
☐ Changing the name of a major
☐ Changing a course from lecture to studio or vice versa
☐ Changing the unit count for a course
☐ Changing the unit count for a major
☐ Other

APPROVAL & NOTIFICATION PROCESS

1. Set up a LibGuide to upload your proposal, using this template:
   http://woodbury.LibGuides.com/currproposal
   Refer to the Setup tab for guidance.

2. Upload your completed proposal as a pdf, and any other relevant documents to the LibGuide.

3. Once LibGuide is complete, send URL of your LibGuide to Kimberly Posin to create your "Signatures & Comments page."

4. Once the “Signatures & Comments” page is created, set-up Email Notifications for your LibGuide as described here in order to be notified when approvals, signatures, or comments are made on your LibGuide.
5. Send the LibGuide link to:
   - Dean of School for approval
   - Consultations (A one-on-one meeting is required between the following people and proposer before obtaining signatures and approvals):
     1. Registrar
     2. Library Administrator
     3. School/College Assessment Officer
     4. Assessment & Educational Effectiveness (A&EE) Director if new or revised program learning outcomes or syllabi are submitted as part of the proposal.
        o Revise proposal based on consultations if necessary and upload the revised proposal to LibGuide
   - Office of Academic Affairs/Senior VP of Academic Affairs (SVPAA) for notification
6. After consultations and completion of this form, send LibGuide URL to:
   - Impacted departments you listed below in “Notification Signatures.”
   - All other Deans and Library Administrator
7. When all required signatures have been gathered, send the LibGuide URL by the September 1st deadline to WUFA Administrative Assistant, Sapphire Adams-Falcon.
8. WUFA AA will log in the proposal and distribute LibGuide URL to chair of Curriculum Committee.
9. Curriculum Committee provides comment and decision, then sends forward to the Senate Vice President for Faculty Senate approval.
   Possible decision:
   a) Approved with no comment – send on to senate
   b) Approved with minor revisions – committee sends recommended revisions and approval to senate
   c) Not approved – committee sends rationale to proposer for revision. Proposer sends LibGuide link with revised proposal back to committee.
10. Senate provides comment and decision, then sends forward to the Office of Academic Affairs/SVPAA.
    Possible decision:
    a) Approved with no comment – send on to OAA/SVPAA
    b) Approved with minor revisions – senate sends recommended revisions and approval to OAA/SVPAA
    c) Not approved – senate sends rationale to curriculum committee for communication with proposer for revision. Proposer sends LibGuide link with revised proposal back to committee.
11. Office of Academic Affairs/SVPAA reviews, comments and approves or asks for further adjustment by proposer.
12. Approved proposal is sent to Notification List at the end of this document.

PROPOSAL INFORMATION

Proposer: Matt Bridgewater
Date: 1 July 2019
School: College of Liberal Arts
Department: Writing

Title of Proposal: Restructuring GE Writing

A. DESCRIPTION OF CHANGE

1. Description of Change
The Writing Department plans to propose a restructuring of the WRIT first-year writing course sequence. The current sequence requires students to take WRIT 111 and WRIT 112 in their first year, where 111 introduces students to developing and organizing their writing with an awareness of the conventions of academic writing via a process based method and 112 builds upon this foundation by adding an element of research writing.

1) The new sequence would require students to take WRIT 1xx in their first year (either fall or spring semester would be fine). This class is essentially WRIT 112, with some elements of WRIT 111 in the beginning 1/3 of the semester more or less. This course would be transferable as WRIT 111 is, or could be tested out of with a 3 on either the AP exam in Literature and Composition or Linguistics and Composition. This new WRIT 1xx course would take the place of the WRIT 112 pre reqs on advising sheets.

Preferably in the fall semester of their junior year (but perhaps as early as spring of sophomore year or as late as spring of junior year), students would take WRIT 3xx, which builds upon the foundations of WRIT 1xx by helping students transfer those writing strategies to upper-division academic and professional contexts. Through the lens of a course topic, writing in this course aims to make transdisciplinary connections that benefit all students, regardless of major, but encourages students to engage with issues within their major and future profession. An example might be a WRIT 3xx course using the issue of health as a lens. Architecture majors in the course might do a paper on the architecture of a hospital or LA Fitness, or how to improve the wellness aesthetic of a spa. Business majors might look at how health is marketed, or healthcare/wellness policies companies promote on their "Join Us/Apply" sections of webpages. MCD students might look at how disability is portrayed in various movies/cartoons, or how health is communicated in PSAs. This course will help students think and write critically at a more advanced level as they begin to work on upper-division projects in their majors and prepare for internships/work.

One way to characterize this new sequence is that WRIT 1xx would help prepare students for writing, reading, and learning in their freshman and sophomore courses, while WRIT 3xx would help prepare students for writing, reading, and learning in their junior and senior courses, as well as internships and workplace writing. Yet another way to characterize the change is that WRIT 1xx courses will have a very transdisciplinary, liberal arts focus, framed through the lens of a course topic or topics by the instructor. The WRIT 3xx courses will still use topics chosen by the instructor, but will ask students to approach the topic via the lens of their major. And finally, the WRIT 1xx courses will develop research writing skills mainly through bibliographic research where the instructor helps students frame their research questions, while WRIT 3xx courses will build upon this but also teach other modes of research (e.g., interview, survey, on-site research) and will expect students to become more independent, inquiry-based researchers.

2) We also propose eliminating WRIT 100 in the new sequence. Instead, we propose giving students a diagnostic the first week of school and identifying critically weak writers this way. Instructors would identify these writers, then reach out to our ESL tutor and specialist, Laila Dahan, who would verify that they indeed need tutoring help for the new WRIT 1xx class. Then, at the beginning of the second week of school, our instructors would reach out to these students and guide them through the process of registering for a 0-credit Pass/Fail tutoring workshop with Laila. If students fail to register, the Registrar’s Office would administratively drop them from WRIT 1xx. We typically place between 5 and 15 students per year in WRIT 100, so we also expect about 5-15 students to be identified as weak writers in this manner and then to have to take the 0-credit tutoring course with Laila. It would be up to Laila, in consultation with the instructor and student, about how often to meet with the student and the content of the tutoring sessions.

2. Justification – There are several needs for change. But first, there is nothing inherently wrong with the current 100/111/112 model. It’s a model that is used by many other schools, adapted to fit their needs.
The new model is also used by several schools. Some might recognize that this new model resembles the GE writing curricula at the University of Southern California, albeit adapted in important ways for Woodbury.

**I’ll start with the need to reinvision how we teach our basic writers by eliminating WRIT 100 and replacing it with a 0-credit tutoring course.** There are two issues with our current model. The first is logistical. WRIT 100 only runs once a year, in the fall. This is because only 5-15 students need it per year. There aren’t enough students needing it in the spring. However, if a student fails WRIT 100 (2 out of 9 failed it in fall of 2018), several miserable scenarios can occur. The first is that the student simply waits until fall of sophomore year to take it. This puts the student far behind. If this happens, the student (hopefully) passes 100 in the fall of their sophomore year, takes 111 in the spring of their sophomore year, and then takes 112 as late as fall of their junior year. This impacts their ability to take course in their major and even other GE courses. This also assumes that the student doesn’t fail 111 or 112 along the way (this often happens though, delaying student progress even further).

Another miserable scenario is that the student fails 100 in the fall of their freshman year, and then takes a directed study in the spring with an instructor willing to do it. The pay for a directed study is about $200 after taxes for the instructor. And an instructor shouldn’t be expected to teach a directed study if they don’t want to due to time, money, or other issues. Simply put, this scenario is not sustainable, and not ethical in my opinion. As Chair, it leads to awkward conversation with instructors in the hopes they can teach a directed study. The Directed study model, for this class, is also pedagogically suspect. I won’t get into details here, but I can further explain if needed. Directed studies, in my view, should be used for upper-level courses in the major that simply need to be completed yet are unavailable to the student or else the student won’t graduate. They should not be used for GE courses at the freshman level.

**The second larger issues with WRIT 100 is pedagogically based.** Remedial writing and math courses have come under increasing scrutiny over the years. Granted, WRIT 100 is not technically remedial because students do earn college credit for taking 100 (it counts as an unrestricted elective). At California community colleges and the CSUs, their remedial classes didn’t count towards graduation, which is part of the reason why they recently eliminated them. However, the pedagogy and purpose of basic writing courses has been criticized in several salient ways: 1) it actually does more harm than good, 2) it stigmatizes students, 3) the student population is overwhelmingly students of color, students with disabilities, and international/ESL students (essentially, it’s arguably racist), and 4) it slows progress towards graduation. The new model we are proposing mitigates these problems. In addition, we now have an experienced, exceptional tutor in Laila Dahan. We should use her expertise to help these students directly.

**Now to justify the new WRIT 1xx/WRIT 3xx sequence.** Over the last few years, several weaknesses in the old sequence have become very prominent.

1) The transfer portfolio requirement due to the non-transferability of WRIT 112 has created several issues for departments, students, and the workloads of the Writing Chair, the COLA administrative assistant, Admissions, the Registrar’s Office, and for faculty advisors. In this new sequence, WRIT 1xx would be transferable (in addition, a student could test out of it with an AP score of 3 or higher). Technically, WRIT 3xx could be transferable, but this would be very rare given that the vast majority of students transferring do not have a 300-level GE writing course on their transcript. This course by definition isn’t taught at community colleges, so the student would have to be transferring from a university that has a 300-level GE writing course, and that this student has “worked ahead” and taken the course in their sophomore year. As stated earlier, this would be very rare.

The reason for the transfer portfolio and the non-transferability of WRIT 112 is as follows. 14 years ago, Will McConnell and Rich Matzen, in conjunction with some other faculty, responded to a request by the faculty body that the quality of student writing was poor. They found that there was a significant issue
with student writing specifically from transfer students. Their motion was to make WRIT 112 non-transferable so that all students would have to take at least 1 writing course at Woodbury. **This new sequence preserves the spirit of their research.** All students, with the possibility of rare exceptions, would be taking the WRIT 3xx course. Having all students take a writing course at their new university is important because it helps to acclimate students to the expectations of an important core competency valued and assessed by the university, written communication. This new course would prepare all students for writing in the junior and senior level at Woodbury. However, there are some important differences with this new model. WRIT 3xx would be a GE requirement for graduation, but wouldn’t be a requirement for other courses, as WRIT 112 is. Having WRIT 112 as a requirement for many upper-division courses in the major has become a burden for transfer students. This is because when they transfer to Woodbury, they cannot transfer in WRIT 112. So they have to take that right away (fall of junior year) and courses in their major that require WRIT 112 have to be postponed until later in their junior year. In addition, there has been a communication breakdown in the WRIT 112 non-transferability/transfer portfolio requirement between prospective students/parents, Admissions, the Writing Chair, the COLA administrative assistant, the Registrar’s Office, and faculty advisers. Basically, it’s a complicated policy that has resulted in several students and their advisers “needing exceptions” in the final semester of the student’s senior year. Finally, there is a desire among many departments to improve and clarify student recruitment and transfer overall.

2) When hiring new instructors, it’s become difficult to explain the differences between 111/112 and the pedagogy of 100. This has resulted in different content, learning outcomes, assignments, etc. being taught in the same course. Granted, this could have been clarified without a curricular change, but we decided in January 2019 to come together as a department and reinvision how we wanted our 111/112 sequence to look. This might’ve resulted in just tweaking it, perhaps not needing a curricular change at all. But through bi-weekly conversation over the spring and summer of 2019, we came to the conclusion, after careful deliberation, that we wanted a more significant revision.

3) One pedagogical criticism of the current 111/112 model is that after the first year, students more often than not don’t get explicit writing instruction during their sophomore or junior years. Then, as they begin senior projects and seek out internships, they all of a sudden have to start writing a lot more. Lots can be forgotten over 2 years. (This is sometimes referred to as the “inoculation model”). By spreading out the writing requirement via a course in the first year and a course in the third year, this gap is mitigated. It also allows for the teaching of writing for different, clearer purposes. The first-year course is to help students in theose first and second year courses. The third-year course is to help students in their third and fourth year courses, and to help professionalize their writing for internships/work. In addition, as all of us educators know, the students we get as freshman are quite different from the students we get as juniors. This will allow for a classroom experience quite different in terms of the texts to be read, the discussions to be had, and the writing to be done. In addition, this would allow for interesting assessment opportunities for the written communication core competency. Students could be assessed in their freshman year and then again as upper-classman.

4) Finally, the 100/111/112 model is dependent on a very laborious, time consuming writing placement model. This new sequence would eliminate placement entirely. Over the course of the summer, there are about 10 days or so of placement for both math and writing. Some of these days have multiple sessions. One on June 8, 2019, had 4 placement sessions. This involves the Writing Chair to arrive at 8:30 a.m., turn on all computers, put in a password for each one, load up a blank Word document, and log each computer into Wufoo (a website that allows students to upload their placement essays). The Writing Chair must proctor each test, which typically lasts an hour. Following the last placement session of the day, the Chair reads the placement tests (usually around 25-30, sometimes as many as 80) along with a second reader which is recruited from our faculty. In the past, adjunct faculty were paid for this work, but that budget line was eliminated and so now this work has to be done without pay only by me and Rich Matzen. Laurel DiGangi has gratiously agreed to be a third reader for the essays that Rich and I disagree on. The results are uploaded to Wufoo, and the Chair sends the results to Ofelia Huidor, the
COLA administrative assistant. She prepares paperwork for each student and submits the results to the Registrar’s Office, which then puts in the placement result officially into Woodbury Self-Service so the student knows which writing class to take when they arrive for SOAR. As stated earlier, this process repeats itself about 10 days each summer. This might not seem like a lot, but it is. The new system allows for much clearer and simplified placement. I’ve specifically talked to Ofelia Huidor and Evelyn Guzman about this and have both told me this would also save them a tremendous amount of time. There’s actually even more stakeholders involved in this, and there are other time consuming activities involved in this process that I’m leaving out, but I think you get the idea.

To be clear, the new placement model would be as follows.

- All students would take WRIT 1xx in the fall or spring of their freshman year unless they transfer it in or test out of it with an AP score of 3 or higher in Literature and Composition or Linguistics and Composition.
- The first week of WRIT 1xx, writing faculty will give a diagnostic test to students to identify any particularly weak student writers (perhaps 5-15 students total per year). Those writers will then be required to register for a 0-credit tutoring writing lab with Laila Dahan. Failure to do so will result in the student being administratively dropped of WRIT 1xx.
- Between the spring semester of their sophomore year and spring semester of their junior year, students will take WRIT 3xx, with very rare exceptions. The proposed prerequisites for this course would be WRIT 1xx and LSCI 105/6.

3. Implications for Department and/or School

Like the other departments, we'll have to change our major worksheet to accommodate the change. We’ll see a lot of benefits, including clearer learning outcomes and simpler scheduling. Our ESL Tutor, Laila Dahan, will see her workload increase, and this is a good thing as we seek to utilize her expertise and involve her more to a greater degree.

4. Implications for Other Departments and/or Schools

The biggest implication for the other departments is adjusting their advising sheets. The new WRIT 1xx course will be placed in the first-year and the WRIT 3xx course will be placed in the third year. WRIT 111 and WRIT 112 will be removed from the advising sheet. The benefits to this are that advisers will have flexibility in scheduling the WRIT 1xx course in the fall or spring semester, and the WRIT 3xx course could be taken as early as spring of sophomore year and as late as spring of junior year. This creates more flexibility overall, especially in the first and second years (when students are trying to complete the WRIT 111/112 sequence). It might put a squeeze in the fall of the junior year, though. The WRIT 3xx course would be offered every summer as well (most likely in an online delivery) to give maximum flexibility for students.

Several on the Curriculum Committee noted that in the original draft WRIT 3xx wouldn’t be a pre-requisite for any courses. This was done on purpose, but this would likely mean students would delay taking the course until fall semester of their senior year. (Students couldn’t wait till spring semester of their senior year since in order to walk students need to complete GE courses before then.) To mitigate students delaying taking WRIT 3xx, it was suggested that we make WRIT 3xx a pre-requisite for INDS 3xx, which is already on worksheets in the junior/senior year. This means that for the INDS department, they’d have to add WRIT 3xx as a pre-requisite.

5. Course Information - Include course names and descriptions, major or minor requirement or elective, number or level of course, e.g. 2xx units, prerequisites, lecture or studio, number of sections per year.

WRIT 10x (Lecture)
WRIT 10x is to be taken currently with WRIT 1xx. WRIT 10x offers individualized instruction to support first- and second-year writing as students become acquainted with academic writing standards and strategies. During tutoring sessions, students will learn to analyze and respond to rhetorical situations, reflect on and adjust their writing processes, understand how to integrate sources, structure and organize papers, analyze and incorporate counterarguments, and proofread for grammar and syntactical issues. Students should expect to meet weekly with our professional tutor for 1 hour per week and bring their works in progress assignments from WRIT 1xx to the tutoring session. Grading for this class is pass/fail.

Units: 0
Prerequisites: To be taken concurrently with WRIT 1xx
Sections per year: 5-15

WRIT 1xx (Lecture)
WRIT 1xx is taken during the first year and provides the foundations for inquiry-based, research writing. The writing tasks in this course help students build confidence as readers, writers, and critical thinkers by teaching them how to develop, organize, and effectively communicate their own ideas alongside those of others. Students learn to analyze writing and logic, develop and practice the strategies important for effective research writing, and reflect on their own writing and writing processes.

Units: 3
Prerequisites: None
Sections per year: 10

WRIT 3xx (Lecture)
WRIT 3xx is typically taken during the 2nd or 3rd year and builds upon the foundations of WRIT 111 by helping students transfer those writing strategies to new situations, purposes, and audiences for both upper-division academic writing and professional contexts. Through the lens of a course topic, writing in this course aims to make transdisciplinary connections that benefit all students, regardless of major, but encourages students to engage with issues within their major and future profession.

Units: 3
Prerequisites: WRIT 1xx and LSCI 105/106.
Sections per year: 16

6. **Major Worksheet** – *Indicate any changes to course levels and sequencing, and upload revised worksheet to proposal LibGuide.*

7. **Course Syllabus** – *See university syllabus requirements and upload syllabus to proposal LibGuide.*

8. **If any changes are being made to the old curricular structure in the new proposal, explain how you are teaching out the old catalog requirements. Such changes might include, but are not limited to, course sequencing, new course added, existing course removed, unit count of existing course change, etc.*

The best way to teach out the old sequence would be to do this. During the 2019-2020 academic year, students will be taking WRIT 100/111/112. During the 2020-2021 academic year, students needing 112 would instead take WRIT 3xx, whereas students needing WRIT 111 would instead take WRIT 1xx. Students would not be placed in WRIT 100 so we wouldn’t need to teach out students needing that course.

9. **If creating a new course, what is the max enrollment – in other words, what is an appropriate number of students to teach in this course and why?** 20 students would be the max enrollment in both the WRIT 1xx and WRIT 3xx course.
B. CONSULTATIONS - A one-on-one meeting is required between the following people and proposer before obtaining signatures and approvals.

1. Registrar - After consulting with the Registrar, indicate here any impact these changes may have on transfer students, and include teach out plans for existing students.

2. Library - After consulting with the Library Administrator, indicate the existing collection capacity, and plans to support with additional acquisitions.

3. School/College Assessment Officer - After consulting with the School/College Assessment Officer, indicate here how this change addresses quality assurance and continuous improvement, and how it will be integrated into the department assessment plan.

4. Assessment & Educational Effectiveness (A&EE) Director - If new or revised program learning outcomes or syllabi are submitted as part of the proposal, a consultation with and sign-off from the A&EE Director is required with a focus on the student learning outcomes for the course.

C. RESOURCES – Indicate whether existing or new

1. Faculty - Qualifications and hiring plans. If existing faculty indicate which course will be given up to teach this course. No new faculty needed.

2. Staff – What additional staff will need to be hired? No new staff needed.

3. Facilities - What type of spaces are needed, and how will that be accommodated within the existing use or planned expansion? No new spaces needed.

4. Technology - What additional computers, software or equipment are required? None.

5. Budget/Financial Implications - Indicate any new funds required. None.

NOTIFICATION SIGNATURES

Approval
School/College Approval
• Dean: use the “comment” function on the proposal’s LibGuide to add signature and approval.

Consultations
Use the “reply” function on the LibGuide’s “Signatures & Comments” discussion page to add signature and approval.
• Registrar
• Library Administrator
• School/College Assessment officer
• Assessment & Educational Effectiveness Director - if new or revised program learning outcomes or syllabi are submitted as part of the proposal.

Academic Affairs
• Senior VP of Academic Affairs: use the “comment” function on the proposal’s LibGuide to add signature and acknowledge notification.

Other Schools
Use the “comment” function on the proposal’s LibGuide to add signature and acknowledge notification.
• School of Architecture Dean
• School of Business Dean
• College of Liberal Arts Dean
• School of Media, Culture & Design Dean

Impacted Departments
Please list departments below if you anticipate any impact that should be communicated or addressed.
• [department]

Comments of Impacted Departments
Department chair: use the “comment” function on the proposal’s LibGuide to add signature and comment.

PROPOSAL DECISION

Curriculum Committee
Committee Chair:
- use the “reply” function on the LibGuide’s “Signatures & Comments” discussion page to add signature and approval
- notify Faculty Senate VP of committee’s decision.

Faculty Senate
Senate President:
- use the “reply” function on the LibGuide’s “Signatures & Comments” discussion page to add signature and approval
- notify SVPAA of senate’s decision.

Academic Affairs
Senior VP of Academic Affairs:
- use the “reply” function on the LibGuide’s “Signatures & Comments” discussion page to add signature and approval.
- notify the following areas of the final decision
  o Registrar
  o Senate
  o School/College
  o Library
  o Department
  o Assistant VP, Academic & Community Resources