**Advantages of Writing-Enriched Curriculum**

The WEC model, which will supplement the current WAC program, provides advantages over designating individual WAC courses in the upper division because:

* **departments develop a more strategic and systematic inclusion of writing across majors.** The current WAC model works well in the lower division where students need to take Gordon Rule classes, but not as well in the upper division. WEC will enable departments to distribute writing and learning outcomes strategically across their majors.
* **departments develop their own comprehensive set of criteria for writing outcomes for students in their majors.** Departments also develop a comprehensive curriculum map of their courses and writing assignments to determine how and where these writing outcomes are supported. Departments do not have to implement external criteria or rubrics into their curricula. Instead, they identify a departmental set of writing outcomes based on disciplinary and professional goals.
* **faculty identify existing writing assignments and requirements within their department’s curriculum that support the outcomes.** If gaps exist, then departments choose how they want to revise/add assignments or courses. No one from the outside tells departments what to provide or how to address the gaps faculty themselves identify in their curricula.
* **departments control what assessment is to be completed.** Assessment for WEC purposes is simply folded into preexisting assessment requirements and procedures (Academic Learning Compacts and other university mandated assessment procedures). WEC assessment is not designed as an additional process. The aim is to ensure that outcome goals are being met by the mapped curriculum.
* **time commitment from faculty is minimal.** Involvement includes a short initial survey; four faculty meetings over the course of a year; and some departmentally-determined changes in the curriculum. The remainder of time is spent by the faculty liaison who receives a substantial stipend to draft the WEC writing plan in consultation with the Chair, department, and WEC team. Also, there is a three-person assessment team that meets for a one-day rating process every three years. A department may choose to request workshops for faculty, TAs, or other such groups on the basis of departmental goals and needs. (Please see the attached breakdown of the WEC cycle.)
* **this process can help identify needs of students in the major, particularly transfer students who often need more support than they are provided.** Some departments have highly structured curricula in which majors have little choice in course selection. For departments with more flexible paths to the degree, curriculum maps help faculty and students identify the most appropriate sequence of courses to ensure greatest success. Similarly, this process can also encourage departmental relationships with stakeholders outside of the department and in the community.
* **departments will apply for financial support to implement this process during the implementation phase.** Financial support to implement this process will be made available for participating departments (typically TA stipends, workshop support, supplies/materials are requested in the writing plan that is produced by the departmental liaison in consultation with the department).