

- ii. Pathways should be parallel in wording for undergraduate students; level three should be level one level one, etc.
 - iii. Discussion of GVAR courses for graduate students: don't help them prepare to write theses, but still helpful for overall writing
 - j. Miscellaneous discussion
 - i. Discussion concerning whether students should have to take a diagnostic writing exam, or be able to self-place into 301A
 - ii. Discussion about how to ensure that WI courses are actually teaching what they should; need professional development, some kind of oversight, involvement from departments.
 - iii. Once we have a rough draft of GVAR Policy Revisions, invite Lynn Mahoney to committee meeting
 - iv. New policy might highlight need for a WAC position
 - k. Section 5
 - i. Change "The DWE Subcommittee" to "The DWE Committee"
 - ii. Change "will serve as a subcommittee of the" to "shall report to the"
 - iii. Modify charge of the committee from tasks requiring specialized knowledge of test development and measurement to providing general advisement and oversight for the development of the exam; Susan Platt agreed to work on this
 - iv. Discussion of membership of the committee; take out "one representative from the Writers Resource Lab or the LAC;" change "non-native English speaking students: to "speakers of other languages"
 - l. Carol Zitzer-Comfort kept notes of suggested modifications of entire document and will transmit these.
5. GVAR Coordinator's report
- a. The PARC Committee has informed the GVAR Coordinator that a GVAR Self-Study is due on June 1; template doesn't lend itself to a study of the GVAR Program. Linda Sarbo will discuss this with Sharlene Sayegh and Cecile Lindsay to see if this particular self-study is needed. If so, Linda will produce a rough draft for the committee to discuss.
6. Adjournment
- a. 3:15 p.m.

Respectfully submitted,

Susan Platt

These minutes were approved on 3/4.