

1-11-2010

Wright State Core Course Proposal Form

Follow this and additional works at: https://corescholar.libraries.wright.edu/archives_ucapc_semester



Part of the [Educational Leadership Commons](#)

Repository Citation

(2010). Wright State Core Course Proposal Form. .
https://corescholar.libraries.wright.edu/archives_ucapc_semester/33

This Article is brought to you for free and open access by the Undergraduate Curriculum and Academic Policy Committee at CORE Scholar. It has been accepted for inclusion in Undergraduate Curriculum and Academic Policy Committee Wright State University Quarter to Semester Transition by an authorized administrator of CORE Scholar. For more information, please contact corescholar@www.libraries.wright.edu, library-corescholar@wright.edu.

Course Proposal Form for Wright State Core

Wright State Core courses provide students foundational skills, breadth of knowledge, and perspectives for integrating learning. Most Core courses will be part of Wright State's Transfer Module and therefore should meet the requirements set by the Ohio Board of Regents. Narrowly focused technical or pre-technical courses and those primarily designed for skill development or as preparation for advanced study in a major are not typically approved by Ohio Transfer Module faculty review panels. With the exception of the second course in a Core sequence, Core courses should assume entry-level college proficiencies and, in general, not require additional prerequisites; therefore, courses proposed for the Core typically will be at the 1000 or 2000 level. Core courses should have a broad focus characteristic of general education and address one or more of the University Learning Objectives. Core courses should provide students experiences necessary to achieve all learning outcomes of the designated Element, including a basic understanding of the modes of inquiry common to the discipline(s) representative of the designated Element(s). A course that meets all learning outcomes of two Elements may be listed in both; credit for completing the course can be assigned to either Element (but not both). Colleges, departments, and pre-professional programs may require designated Core courses for their majors. Some Core courses, for example Honors Program Core Courses, may be open only to students who meet specific criteria. To propose a Core course please provide the following information.

Department: _____ **Course Number** _____

Course Title: _____

Catalogue Course Description:

This course is being submitted for the following Element(s) of the Wright State Core (check as many as apply):

- | | |
|---|---|
| <input type="checkbox"/> 1. Communication | <input type="checkbox"/> 2. Mathematics |
| <input type="checkbox"/> 3. Global Traditions | <input type="checkbox"/> 4. Arts & Humanities |
| <input type="checkbox"/> 5. Social Science | <input type="checkbox"/> 6. Natural Science |

This course is also being submitted to satisfy the following requirement(s):

- | | |
|--|---|
| <input type="checkbox"/> Integrated Writing (IW) | <input type="checkbox"/> Multicultural Competence |
| <input type="checkbox"/> Honors | <input type="checkbox"/> Service-Learning |

If one or more are checked please complete all relevant questions below.

Please attach a master syllabus following the template provided as part of this submission process and respond to the following items.

1. Please describe how the course provides opportunities for students to meet the University Learning Objectives (as many as appropriate):

- a) communicate effectively
- b) demonstrate mathematical literacy
- c) evaluate arguments and evidence critically
- d) apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities
- e) demonstrate global and multicultural competence
- f) demonstrate understanding of contemporary social and ethical issues
- g) participate in democratic society as informed and civically engaged citizens

2. The learning outcomes for each of the Elements of the WS Core are copied below. How does the proposed course meet the learning outcomes for the Element(s) for which it is being submitted?

<p>1. Communication</p> <p><i>The foundational skills students need in academic discourse, research, and documentation in an electronic environment</i></p>	<ul style="list-style-type: none"> a. Adapt rhetorical processes and strategies for audience, purpose, and type of task b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances c. Employ appropriate mechanics, usage, grammar, and spelling conventions d. Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments e. Present focused, logical arguments that support a thesis f. Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately g. Use electronic environments to draft, revise, edit, and share or publish texts
--	--

If the course is proposed for Element 1, how does it meet all of the above learning outcomes?

<p>2. Mathematics</p> <p><i>The foundational skills required to use and interpret mathematics and statistics</i></p>	<ul style="list-style-type: none"> a. Identify the various elements of a mathematical or statistical model b. Determine the values of specific components of a mathematical/statistical model or relationships among various components c. Apply a mathematical/statistical model to a real-world problem d. Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data e. Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs
---	---

If the course is proposed for Element 2, how does it meet all of the above learning outcomes?

<p>3. Global Traditions</p> <p><i>Historical analysis and global perspectives necessary to understand our diverse world</i></p>	<ul style="list-style-type: none"> a. Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues
--	---

If the course is proposed for Element 3, how does it meet all of the above learning outcomes?

<p>4. Arts/Humanities</p> <p><i>Tools for analysis and appreciation of the arts, philosophy, and religious thought</i></p>	<ul style="list-style-type: none"> a. Critically analyze significant creative, literary, philosophical or religious works b. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works c. Recognize, evaluate and respond to creative, philosophical or religious works d. Develop appropriate and ethical applications of knowledge in the humanities or the arts
---	---

If the course is proposed for Element 4, how does it meet all of the above learning outcomes?

<p>5. Social Science</p> <p><i>Perspectives on human behavior and culture informed by the disciplines of the social sciences</i></p>	<ul style="list-style-type: none"> a. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns b. Explain and critique the methods of inquiry of social science disciplines c. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge d. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society
---	--

If the course is proposed for Element 5, how does it meet all of the above learning outcomes?

<p>6. Natural Science</p> <p><i>Introductions to the scientific understanding of physical and biological phenomena</i></p>	<ul style="list-style-type: none"> a. Understand the nature of scientific inquiry b. Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources c. Distinguish between science and technology and recognize their roles in society d. Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry e. Discuss fundamental theories underlying modern science
---	---

If the course is proposed for Element 6, how does it meet all of the above learning outcomes?

3. Normally, courses in the Wright State Core, by their nature, have no prerequisites. If students must meet certain requirements to take the proposed course, please list them and explain (a) why completion of the high school college prep curriculum is not sufficient for this course, and (b) exactly how any special requirements will aid the successful completion of the course.

4. Describe how you will evaluate the effectiveness of this course in meeting the University Learning Objective(s) identified in question 1 and the learning outcomes of the Element(s) for which it is being proposed. Specifically address:

- a) Methods used to gather student perceptions of the course and how well it meets the stated learning outcomes (*for example, a standard questionnaire about student perception is now distributed in GE classes; some adaptation of this questionnaire will be available; also indicate any other tools used*)
- b) Strategies for directly assessing student learning outcomes (*examples could include exams, papers, portfolios, other assignments*)
- c) Strategies for analyzing the results of the assessment and for communicating the findings to those responsible for course improvements and to the University General Education Committee (UGEC)

5. Who will teach this course? Please list the name, rank, and department affiliation of each individual likely to teach the course in the first two years of the Wright State Core.

6. Whom may UGEC contact with any questions about this particular course and its assessment (name, campus phone, email address)?

7. If the course is to be designated as an Integrated Writing (IW) course, indicate on the syllabus or provide any necessary additional documents (e.g., writing assignments or other handouts) to indicate how the course meets the following IW guidelines:

- The ability to communicate effectively in writing is identified as an outcome of the course and the IW learning outcomes are listed on the syllabus:
Students will be expected to produce writing that
 - *Demonstrates their understanding of course content,*
 - *Is appropriate for the audience and purpose of a particular writing task,*
 - *Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and*
 - *Shows competency in standard edited American English.*
- Criteria for evaluating writing are clearly articulated and provided to students.
- Students will receive response to their writing and have opportunities to use that response to improve their writing.
- Writing counts toward the course grade. Students should not be able to pass the course without completing the writing assignments.
- A significant amount of writing is required. Over the course of the semester, students should be expected to write informal texts, drafts, and graded drafts totaling approximately 2,000 words in IW Wright State Core courses. Disciplines for which word count seems an inadequate measure of student engagement in writing should propose an alternative that will meet the IW learning outcomes.
- Whenever resources permit, IW class enrollment should be limited to 25, the maximum size for literature discussion classes recommended by both the National Council of Teachers of English and the Association of Departments of English. Larger classes designated as IW should provide some means of giving

timely, meaningful individual responses to student writing (e.g., through the use of trained graduate teaching assistants, guided peer review, faculty release time from other course teaching assignments, class size reductions in other faculty teaching assignments). Approval of proposed IW courses will not hinge on class size alone.

8. If the course is to be designated as a Multicultural Competence Course, describe how the course will meet the learning outcomes (additional information on multicultural competence courses can be found in the Core Proposal):

- a) Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world
- b) Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity
- c) Demonstrate an understanding of contemporary social or ethical issues related to diversity
- d) Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories

9. If all sections of the course are consistently to be designated as service-learning, briefly describe:

- a) The service learning project and the community need the project will meet
- b) The learning objective(s) the project will help meet and how
- c) Who the community partners are and their level of involvement in planning, supervision, feedback and evaluation
- d) The orientation students will receive in preparation for the service experience and the service site
- e) The academic assignments (readings, writings, presentations, etc.) that will help students process their learning from the service experience and connect the experience to course objectives and the percentage of the course grade that will be tied to the service project
- f) How the reflection assignments will be assessed
- g) The approximate number of hours per term students will engage in the service-learning project

Note: If only some sections of the course will be developed as service-learning, do not complete the above description; instead contact the Service-Learning Committee. The Service-Learning (SRV) and Service-Learning Intensive (SRV-I) course designations are approved by the Service-Learning Committee, a sub-committee of UCAPC. (For definitions of these designations, see http://www.wright.edu/academicaffairs/servicelearning/sl_criteria.html)

10. If sections of the course are to be designated as an Honors Course:

- a) Describe how this course will meet the curriculum goals of the University Honors Program, such as the ability to use an interdisciplinary framework, critical and disciplined thinking, ethical sensitivity, social responsibility, etc. (for a more complete listing of the goals, visit http://www.wright.edu/academics/honors/forms/Curr_Goals.pdf).

- b) Distinguish the content, objectives, methods, and student requirements of this Honors section from the regular sections.

Note: The Honors Committee will review and approve the master syllabi/proposals for Honors versions of WS Core courses but will not require separate proposals for individual sections of those courses.

1/11/10