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Committee Minutes Committee

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### Undergraduate Curriculum and Academic Policy Committee Minutes, April 11, 2002

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# Undergraduate Curriculum and Academic Policy Committee

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## Minutes of April 11, 2002 Meeting

**Present:** Roderic Brame, Jeanne Fraker, Joe Law, Jan Maxwell, Katie Mechlin, Virginia Nehring, Doug Nord, Joe Keferl (for Patricia Renick), Tom Sav, Patricia Vermeersch, Kefu Xue, Harvey Wachtell, Mindy Young. Guests: Tony Ortiz.

**Approved Minutes** of March 7, 2002.

### Course Inventory and Modification Requests

#### CECS

Approved Modifications: EE 140  
Approved Inventories: ISE 483, ISE 470

#### CEHS

Approved Modifications: EDT 110  
Approved Inventories: ATR 487

#### COLA

Approved Modifications: PLS 210 (Instructor Permission Required after Term Begins)  
Approved Inventories: CHI 201, CHI 202, POR 101, POR 102, POR 103

### New Programs

CEHS: Approved the Bachelor of Science in Education: Athletic Training Major.

The major is being proposed to meet the standards established by the Committee on Accreditation of allied Health Education Programs. Those standards require that all accredited athletic training programs be established as major programs. To comply with the standard, this proposal converts the existing WSU athletic training program to a major program. The proposed program is available as follows (additional attachments are available in the Faculty Office):

#### Bachelor of Science in Education: Athletic Training Major

### General Education Program Changes

University College: Common Text for Freshman Week and University College Freshman Seminars.

The committee reviewed a request submitted by Lillie Howard, Associate Provost for Academic Affairs and Dean of the University College to approve the use of a "common text" for incoming freshman so as to achieve a more "coherent" first-year student experience. The text (e.g., a fictional or nonfiction novel)

would be "distributed" to all incoming freshman and used during New Student Orientation, Freshman Week, and in the current courses taught by the University College (the UVC courses). Upon approval, other colleges would be "encouraged" to consider "voluntarily" incorporating the common text in the "freshman seminars and/or freshman experiences offered by their respective colleges." In addition, use of a common text is proposed to "provide linking opportunities, where faculty deem it appropriate, for first-year general education courses."

During its review and discussion of the proposal, committee members continually expressed their commitment to supporting curriculum initiatives that enhance academic programs and the academic preparation and success of students. However, in this case the committee was unclear as to what was being proposed since the proposal did not conform to the normal guidelines and formats of proposals required of and submitted by other colleges or schools. In addition, while the proposal at first requests approval for the use of a common text in "only" those courses offered by the University College (UVC courses), it explicitly incorporates implications for the General Education Program, faculty teaching General Education courses, and other colleges. Thus, if implemented, committee members would like to know how all of these implications play out. Aside from those concerns, the committee felt that, in general, if the proposal was exclusively limited to selecting or adopting a text for use in the UVC courses, then that decision would be the prerogative of the University College faculty or staff teaching UVC courses as long as such is in keeping with the approved course objectives, etc. Otherwise, a course modification proposal needs to be submitted to the committee. Yet, the proposal appears to go beyond such courses (that enroll 50% of freshman) by "distributing" the text to ALL incoming freshman. This raised questions as to the proposal's thrust to create a "coherent" program when only 50% of freshman are taking such courses. Additionally, questions were raised as to how stable that 50% is and if it decreases in the future then how does it impact the proposed "coherence." Given that the majority of incoming freshman do not enroll in the UVC courses and would not be exposed to the text, additional questions arose as to curriculum problems of "incorporating" the text in other college "freshman experiences" and "first-year general education courses." Members would like to know what specific "first-year general education courses" are intended and noted that some or many students do not take so-called first-year general education courses until the junior and sometimes senior year. In such cases, the "coherence" of the proposal tends to be absent. Members also noted that while the use of a common text as perhaps proposed for use in "learning communities," may create curriculum problems because students who voluntarily enroll in such communities are also mixed with non-learning community students in certain classes. In such cases, the committee questioned how the text would be incorporated into the class. An added concern, but from a budget in contrast to a curriculum perspective, was the proposed distribution of the common text to all incoming freshman. As the proposal stands, WSU would purchase the text for all incoming freshman. It was announced that the intention is in the future to attempt to secure corporate sponsorship for the purchase of the text, but at present the budget burden remains on the University.

Overall, the committee could not act on the proposal at this time. However, as indicated above, the committee would welcome a revised proposal that conforms to the policies and procedures previously adopted by the Faculty Senate and the University Faculty and incorporates the full range of curriculum change implications.

The proposal is available as follows:

### [Common Text For Freshman](#)

## **Announcements**

The College of Science and Mathematics has withdrawn its request to offer SM 205 Great Ideas in Science (non-laboratory) as a substitute to a Natural Science course under the current General Education Program. The written request for withdrawal was distributed to committee members. The proposal before the Faculty Senate will be withdrawn at the May 6 meeting. The SM 205 course is currently being proposed as a College Component Course under the New GE Program.

**The committee scheduled its next and likely last meeting of the academic year for May 17. Colleges submitting curriculum and policy proposals for review by the committee need to submit the original and 18 copies NO LATER THAN 5:00 p.m., May 8.**

**Curriculum and policy proposals received after May 8 will be forwarded to next year's committee for consideration in either September or October 2002.**

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**[UCAPC HOME](#)**

**Bachelor of Science Degree in  
Education:  
Athletic Training Major**

**College of Education and Human Services**

**Health and Physical Education Department**

**Wright State University**

Submitted by

Luis "Tony" Ortiz L.ATC; MEd..

Drew Pringle Ed.D FACSM

*January 2002*

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### *A. Proposed Program*

Wright State University proposes a new major titled Athletic Training. The proposed major program will be offered on Wright State's main campus. The Athletic Training major will be located within the College of Education and Human Services and will be administered by the Department of Health and Physical Education and Recreation where this program has resided as a concentration for the past sixteen years.

### *B. Rationale for the Athletic Training Major*

Wright State is proposing the Athletic Training major to meet the new standards established by the Committee on Accreditation of Allied Health Education Programs (CAAHEP). CAAHEP has directed that all accredited athletic training programs must be established majors at their respective institutions by the fall of 2003. Mr. L. Tony Ortiz initiated the athletic training program development in 1985 as an internship program. The extent of courses was limited so a campaign to add the necessary additional coursework was begun. Over a period of time many fine athletic trainers have graduated from Wright State University. Even though the university was not ready to make a commitment, the desire/drive to develop a formal program did not diminish. Under a new president a strategic planning process "2020" began. The necessary commitment to prioritize the Athletic Training Program came from this plan. It was determined that the program would be housed in the College of Education and Human Services as a concentration within the Department of Health, Physical Education and Recreation. The Director of Athletic Training position was created and assigned to Tony Ortiz. Under his direction a new position of Education Coordinator was created. Rebekah Bower, who at that time had 12 years experience in the high school and clinical settings, was hired for this position. Part of the mission of the ATR program was to be in control of all facets of the education of student athletic trainers. All faculty athletic trainers would be required to teach and to supervise students in the clinical setting. The philosophy of the ATR program was that the students needed faculty not only in the classroom but also in the clinical setting for instant feedback. As one examines the chain of command, (**See appendix 1**) he/she sees that all aspects of the program are under the direction of Tony Ortiz. The athletic training lab is a separate facility managed by Rebekah Bower. Michelle Sullivan, Coordinator of Athletic Training Services, manages the athletic training room. And lastly, Matt Bekkedal, Strength & Conditioning Specialist who is both an ATC and CSCS manages the strength and conditioning facility. The college has also assigned two NATABOC certified graduate assistants who assist in educating the student athletic trainers as well as working with the WSU athletes, local high school athletes, and local collegiate athletes. The medical directors of the program are Barry Fisher M.D., Frank Mannarino M.D., and Jim Tytko M.D.

#### Quality Curriculum

The ATR major will be a Bachelors of Science Degree/Education. The program will prepare students for positions as Certified Athletic Trainers (ATC) in high schools, sports medicine clinics, colleges, universities, for graduate studies, and with Olympian or professional athletics. The curriculum seeks to provide the students with the cognitive knowledge, the necessary skills and the appropriate responses to future demands. The

proficiencies will be followed as established by the Education Council of the National Athletic Trainers Association (NATA).

### The Current Situation

Currently students can earn a degree in Education/ HPR major with a concentration in Athletic Training. Each year approximately eighteen students are selected from a pool of approximately fifty candidates. There are two tracts they can choose from, teaching or non-teaching. We have had many students who did not realize that Athletic Training was available at Wright State University over the past sixteen years.

### Addressing the Question of Need

Wright State is proposing the Athletic Training major to meet the new standards established by the Committee on Accreditation of Allied Health Education Programs. CAAHEP has directed all accredited Athletic Training programs must be established majors at their respective institutions by the fall of 2003. After this deadline institutions which do not have majors will no longer be able to secure accreditation.

### *C. Proposed Program and University Mission*

The proposed ATR major addresses the university's mission to provide educational opportunities and service to the needs of our metropolitan area. Our mission statement that follows furthers explains what we hope to accomplish,

#### WRIGHT STATE UNIVERSITY ATR MISSION STATEMENT

The Wright State University athletic training program will provide the opportunity for students to gain knowledge, skills, experiences, and to develop positive attitudes in working with the physically active injured or ill.

#### **Program Goals:**

1. To provide the students with the most current information available and with the resources to acquire new information,
2. To stimulate the students interests to discover innovative solutions for problems that they may encounter,
3. To teach students the skills they will need to do their jobs effectively,
4. To give students the opportunity to work with a variety of sports, diverse co-workers and clients,
5. To teach students that not everyone is the same and to accept the differences rather than to try changing someone just because they are different.

We are committed to using available technology in teaching, providing the students with relevant experiences, mastering skills and in developing appropriate attitudes.



The purpose of the program is to recruit, educate, and develop certified athletic trainers to work in a variety of settings (e.g. high schools, colleges and universities, sports medicine clinics, industrial settings and professional clubs).

The philosophy of the program is to recruit/acquire the best possible students. We will provide them with not only the most comprehensive education and experiences, but also the opportunity to take care of the physically active without any prejudices. We hope that the student will perform their best in the interest of the patient or client.

We are committed to ongoing evaluation of the total program. These evaluations will include assessment of the following: the educational component, clinical education, field experiences, program director, faculty, clinical instructors and peers in the program.

Finally Wright State University aspires to be a program of excellence. It is our intention to support the program with qualified leadership, teachers, clinical instructors and the finances to accomplish the stated goals of the program. It is our desire to be the best in the Midwest.

#### *D. Implementation Schedule*

The proposed ATR degree would begin Fall Quarter in the year 2002. This timeframe is realistic because the program has been in place and it does not require additional facilities or special support.

#### *E. Department Responsible for the Athletic Training Major*

The Athletic Training Major will be located in the Health and Physical Education Department where it was initiated and has developed for the past sixteen years. The Director of Athletic Training along with the following individuals will be responsible for the day to day operation of the program:

- The coordinators of education and service
- The medical director of education and the medical director of service
- The HPR department chair and faculty

#### *F. Description of the Athletic Training Program*

An athletic trainer is a qualified allied health care professional educated and experienced in the management of health care problems associated with sports participation. In cooperation with physicians and other allied health care personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, and other athletic health care settings. The athletic trainer functions in cooperation with medical personnel, athletic administrators, coaches, and parents in the development and coordination of efficient and responsive athletic health care delivery systems.

The athletic trainer's professional preparation is directed toward the development of specified proficiencies in the following domains: prevention; recognition and evaluation; management/treatment and disposition; rehabilitation; organization and administration;

education and counseling. Through a combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within each of the domains.

Students interested in the Athletic Training Program (ATR) apply and interview and if selected, are placed in the Pre-Athletic Training Program. The Education Coordinator has initial contact with any student who expresses interest in Athletic Training. They secure an application for the program and also additional information on the admission process. Thereafter she serves as their advisor throughout their tenure in the athletic training program. All students whether new to WSU or transferring in must follow the same application process and same course sequence. **(See appendix 2 )**

### **Degree Requirements-Athletic Training without Teaching (4 years)**

#### General Education Requirements – 57 hours

ENG 101 (4), 102(4); MTH 145(3); HST 101(3), 102(3), & 103(3)  
Great Books (3) Fine & Performing Arts (3) CST (3)  
RST (3), EC 200(3), PLS 200(3), PSY 105(4), SOC 200(3), BIO 107(4), HPR  
250 & 251(8)

#### Physical Education – 14 hours

HPR 212(4), HPR 354(3), HPR 362(3), HPR 410(4)

#### Biology – 16 hours

BIO 221(4), BIO 352(4), BIO 353(4), BIO 456(4)

#### Health Education – 17 hours

HED 230(4), HED 330(3), HED 431(3), HED 432(3), RHB 305(4)

#### Activity Skill Requirements – 16 hours

8 HPR 200 level courses

#### Technology/Communications – 6 hours

COM 101(3), EDT 280(3)

#### Athletic Training – 72 hours

ATR 261(4), ATR 284(3), ATR 285(3), ATR 286(3), ATR 384(3), ATR 385(3),  
ATR 386(3), ATR 484(3), ATR 485(3), ATR 486(3), ATR 262(3), ATR 303(3),  
ATR 360(3), ATR 361(4), ATR 460(4), ATR 461(4), ANT 201(4), ANT 202(4),  
ATR 487(12)

**198 total credit hours (See exhibit 3)**

### **Degree Requirements-Athletic Training with Teaching (5 years)**

#### General Education Requirements – 57 hours

ENG 101(4), 102(4); MTH 145(3); HST 101(3), 102(3), & 103(3)  
Great Books (3) Fine & Performing Arts (3) CST (3)  
RST (3), EC 200(3), PLS 200(3), PSY 105(4), SOC 200(3), BIO 107(4), HPR  
250 & 251(8)

Physical Education – 28 hours

HPR 212(4), HPR 214(3), HPR 241(3), HPR 281(4), HPR 354(3), HPR 362(3),  
HPR 410(4)

Biology – 20 hours

BIO 221(4), BIO 352(4), BIO 353(4), BIO 451(4), BIO 456(4)

Health Education – 21 hours

HED 230(4), HED 330(3), HED 331(4), HED 431(3), HED 432(3), RHB 305(4)

Activity Skill Requirements – 16 hours

8 HPR 200 level courses

Technology/Communications – 6 hours

COM 101(3), EDT 280(3)

Athletic Training – 72 hours

ATR 261(4), ATR 284(3), ATR 285(3), ATR 286(3), ATR 384(3), ATR 385(3),  
ATR 386(3), ATR 484(3), ATR 485(3), ATR 486(3), ATR 262(3), ATR 303(3),  
ATR 360(3), ATR 361(4), ATR 460(4), ATR 461(4), ANT 201(4), ANT 202(4)  
ATR 487(12)

Professional Education – 33 hours

ED 301(5), ED 221(1), ED 303(5), ED 321(1), HPR 381(3), HED 382(3), ED  
429(12), ED 440(3)

**253 hours total credit hours (See exhibit 4)**

**YEAR 1**

The course sequence is divided into four or five years. The first year is designed to give the student basic skills, knowledge and exposure to the many challenges that they will face in the future. During the first quarter students will take ATR 261: “Basic Principles of Athletic Training” which is designed to introduce basic concepts of athletic training to beginning students. In conjunction with ATR 261 the students will be required to take ATR 284: “Basic Skills in Athletic Training”. This class emphasizes basic skills needed to care for the physically active. It is the first of nine (9) clinical skills classes designed to introduce, practice, and test those basic skills. Proficiencies will be tested as designated in the “Clinical Proficiencies Checklist” schedule. A field experience of 50 hours of observing in the WSU athletic training facility will expose students to the skills they will be learning in class and later will master and use in their futures. Students who qualify may be admitted officially into the ATR program after this quarter.

During the second quarter the students will be required to take ATR 262: “Athletic Emergency Care” and ATR 286: “Emergency Situations and Protocols” concurrently. Students will receive a wide range of information and skills related to dealing with athletic emergencies. The field experience includes athletic training room hours (50 hours) and observation of emergency medical services (25 hours). The student will also take their first of four anatomy classes, HPR 250. This class is designed to provide the student the basics of Anatomy and Physiology.

During the third quarter the student will receive his/her introduction to modalities during ATR 360: “Therapeutic Modalities” and its partnered clinical class ATR 386: “Therapeutic Modalities Skills”. The field experience for this sequence of classes consists

of 75 hours. The students will also have Anatomy and Physiology II (HPR 251) and BIO 107, which concentrates on the disease process.

## **YEAR 2**

In the fourth and fifth quarter the student will be exposed to the assessment of athletic injuries and conditions through three courses. ATR 361 will provide the student with the necessary content knowledge. ATR 384 will concentrate on skills needed to evaluate injuries to the lower body and ATR 385 will concentrate on skills needed to evaluate injuries to the upper body. The field experience requirements consist of 100 hours with an assigned team and clinical instructor. The third and fourth anatomy courses will be taken this quarter (ANT 201/202). These anatomy classes use cadavers in the lab portion.

In the sixth quarter the students will be required to take ATR 303: “Therapeutic Exercise” and its clinical course ATR 285: “Rehabilitation Skills”. The field experience for ATR 286 will concentrate on case studies of individuals on rehabilitation programs.

## **YEAR 3**

In the fall of their third year, students will take ATR 484: “Clinical and Surgical Rotations.” This class requires students to observe surgeries and exposes them to a wide variety of allied health professionals. A 30-hour field experience, in addition to 150 hours with an assigned sport/team, will be required of the students to examine how other allied health professionals perform skills. ATR 485: “Advanced Rehabilitation” and ATR 461: “Organization and Administration of ATR Programs” will be taken the winter quarter. ATR 461 will involve exposure to different professionals in the field and various projects that will help the student to develop and administrate their own program. The primary emphasis in ATR 485 will be to teach, develop, practice, and apply advanced rehabilitation skills. The field experience will consist of completing 200 hours between the Kettering Sports Medicine Center and an assigned clinical instructor. The spring quarter will consist of ATR 460: “Advanced Athletic Training” and its clinical course ATR 486 “Medical Conditions in Athletic Training”. These two classes provide exploring experiences for our students. Students will be tested to determine weaknesses and/or deficiencies. ATR 486 will be taught by the medical coordinators of the ATR program.

## **YEAR 4**

Anytime during the fourth year the student will have to take ATR 487 “Internship in Athletic Training”. The goal of this internship is to provide the student with a capstone experience and to work on identified weaknesses.

**Year 5** Students who elect to go for teaching licensure will need this additional year.

### G. Four-Year Projection of Student Enrollment

The projection for the next four years will remain as it has been for the past four years.

ATR Student Enrollment					
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
	Students	Students	Students	Students	Students
Course	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled
ATR 284	18	18	18	18	18
ATR 286	18	18	18	18	18
ATR 285	0	19	18	18	18
ATR 384	12	18	18	18	18
ATR 385	0	12	18	18	18
ATR 386	0	0	16	16	16
ATR 484	6	3	10	12	12
ATR 485	0	0	4	12	12
ATR 486	0	0	3	12	12
ATR 261	18	18	18	18	18
ATR 262	0	26	18	18	18
ATR 303	13	23	18	18	18
ATR 360	16	0	13	16	16
ATR 361	0	0	12	16	16
ATR 460	8	14	12	12	12
ATR 461	0	0	13	12	16
PSY 105	16	16	18	18	18
HED 230	28	16	18	18	18
HED 362	16	31	18	18	18
ANT 201	16	16	18	18	18
ANT 202	16	16	18	18	18
HPR 250	0	0	18	18	18
HPR 251	0	0	18	18	18
BIO 107	16	16	18	18	18
BIO 352	16	16	18	18	18
BIO 353	16	16	18	18	18

### H. Athletic Training Programs Within Fifty Miles of Wright State University

The following schools are accredited and offer Athletic Training as a major:

Miami University

University of Cincinnati

Wilmington College

Xavier University

Currently there are no other schools in the region nor in the state of Ohio that offer Athletic Training with a teaching license.

#### **I. Program Impact on Facilities, Faculty, and Support Services**

The ATR Program will have a minimal effect on the current facilities, faculty or support services. The program has existed with the current conditions for the past four years.

The Paul Lawrence Dunbar Library maintains a collection of Athletic Training materials to meet the needs of faculty and students. The CEHS also has invested in many resources, which are currently located in the Educational Resource Center.

#### **J. Costs Over and Above Current Operation Levels**

There are no costs over and beyond what is currently budgeted.

#### **K. Conclusion**

Wright State University has had many fine graduates that are currently serving as certified athletic trainers (ATC's) in the Miami Valley as well as throughout the country. With the changing of this concentration to a Major that tradition will continue to grow.

Date: March 7, 2002

To: University Curriculum and Academic Policies Committee (UCAPC)

From: Lillie Howard, Associate Provost for Academic Affairs, and  
Dean, University College

Subject: Common Text for Freshman Week and University College  
Freshman Seminars

In its continuing efforts to help the university achieve a more coherent first-year experience for new direct-from-high school students, the University College requests the approval and/or endorsement of the University Curriculum and Academic Policies Committee, the Faculty Senate, and the University Faculty for the use of a common text (a novel or other piece of fiction, for example, or, perhaps, a piece of nonfiction) during New Student Orientation, the activities of Freshman Week (the days leading immediately up to the beginning of Fall Quarter), and in the freshman seminars (UVC 101, etc.) that form the core of the learning communities offered by the University College. Though this request addresses only those seminars offered by the University College, upon approval/endorsement, we would encourage other colleges to also consider voluntarily incorporating the common text where appropriate in the freshman seminars and/or freshman experiences offered by their respective colleges.

Though students enroll voluntarily in the Freshman Seminar (UVC 101) and in learning communities (neither is required), enough have done so (more than 1000 students, or over 50% of the entering freshman class for each of the last two years) that we think a common text would be especially beneficial. In addition to providing a common reading experience for incoming freshmen, a common text would also strengthen Freshman Week, a new University College initiative scheduled for implementation in Fall 2003 (see attached draft); strengthen the academic components of the freshman seminar; and provide linking opportunities, where faculty deem it appropriate, for first-year general education courses.

We hope to implement the common text beginning with new students who enter the university Fall 2003. The text would be distributed to students during New Student Orientation during the spring and summer months of 2003. To have the text on hand by then, we will need to select the text by early Fall 2002. A number of faculty, staff and students have already volunteered to serve on a Common Text Selection Committee. We hope to be able to move forward quickly, then.

Please let me know, meantime, if something more is needed for the committee to act upon this request. I and/or Jeanne Fraker, Assistant Dean, University College, and ex-officio member of UCAPC, would be happy to provide more information and/or to respond to specific committee questions.

Thank you.

cc: Perry Moore  
Jeanne Fraker  
Virginia Nehring  
Jim Sayer  
Jim Walker  
Richard Bullock



## Freshman Week Schedule -Draft

### **SUNDAY, SEPTEMBER ??, 2003**

#### **10:00 a.m. – 3:00 p.m. -- Residential Student Move-in Day**

Residential first year students will have priority move in times between 10:00 a.m. and 12:00 noon. Returning students will be able to begin moving in at 12:00 noon.

#### **3:00 p.m. – 6:00 p.m. – Picnic with the President (students and parents)**

This will be a time for students and parents to meet the President and other faculty and administrators as well as to get people excited for Convocation on Monday.

**>Con-current Sessions (select one)**

#### **6:00 p.m. -- 7:30 p.m. -- Commuter Student Association Ice Cream Social**

This will be an opportunity for our new commuting students to meet and socialize with returning students who are members of the Commuter Student Association. Students can get information about commuter student services and familiarize themselves with the commuter student lounges.

#### **7:00 p.m. – 10:00 p.m. -- Residential Floor Meetings**

These meetings are an annual tradition and are mandatory for all residential students. They are a time for Community Advisors to go over many points of information with their floors as well as begin the "Floor Standards" process (a developmental program for students).

### **MONDAY, SEPTEMBER ??, 2003**

#### **10:00 a.m. – 10:30 a.m. – Group Photo (at a WSU landmark)**

Students will take a group photo that can be posted on a web-site and can be made available for purchase.

#### **10:30 a.m. -- 12:00 noon -- Peer Group Sessions**

Students will meet with their Peer Leaders and get better acquainted with their learning community. Some of the activities planned will include fun and informal "ice-breakers", small group activities, as well as campus and tunnel tours.

#### **12:00 noon – 1:00 p.m. – Lunch in Peer Groups**

Box lunches will be provided -- and groups will be able to casually dine throughout campus -- outdoors or inside.

#### **1:00 p.m. – 3:00 p.m. – Common Text Book Discussions (led by faculty)**

**Students will have peer group discussions, led by faculty, discussing the common textbook. Via the book discussion groups, students will have a common academic experience that introduces them to the collegiate learning process.**

#### **3:00 p.m. – 5:00 p.m. – FRESHMAN CONVOCATION**

Freshman Convocation is a formal assembly of Wright State University faculty

and administrators who convene for the purposes of welcoming, recognizing, celebrating and inducting the incoming class -- our newest members of the Wright State University community.

**5:00 p.m. – 6:00 p.m. -- Dinner in the Colleges**

Following the Freshman Convocation, the Dean and faculty of their college will accompany new students to dinner. This will be a time for the students to become better acquainted with their college's faculty and administrators.

**8:00 p.m. -- 11:00 p.m. -- "Boogie on the Bricks"**

This is an annual outdoor dance, which is organized by a student group, Residential Community Association (RCA). Students will meet other members of the Wright State University community.

>We can't take this event over but can certainly suggest things to the students for the event. (Possibly Rowdy Raider and student athletes and cheerleaders kick this off...possibly local restaurants come and sell or give away their food)

**TUESDAY, SEPTEMBER ??, 2003**

**10:00 a.m. --12:00 p.m. -- Diversity Awareness Workshop**

>Followed by small group discussions/activities

This will either be a panel discussion or skits and activities as it has been for the past five years or so...nonetheless, students do the entire presentation.

**12:00 noon - 1:00 p.m. -- Lunch in Peer Groups**

Box lunches will be provided and students will be able to "hang out" with their learning community.

**1:00 p.m. - 2:00 p.m. -- Con-Current Sessions (select one)**

\*Getting Involved/Co-curricular and Campus Resources Presentation

>Students will become familiar with student leaders at WSU and will become aware of the variety of campus organizations and events.

\*Career Exploration Informational Workshop

>Students will be introduced to the Office of Career Services and initiate career exploration by utilizing a career interest inventory.

\*Accelerating your Academic Performance Workshop

>Students will learn about available resources to assist them in developing reading, writing, library research and mathematics skills sufficient to be successful at Wright State University.

\*The WSU Real World" presentation

>This is a student-led presentation about various alcohol, health and wellness issues.

\*Fitness Center Orientations

\*(Other possible suggestions)

**2:00 p.m. - 3:00 p.m. -- Con-Current Sessions (select a different one)**

\*Getting Involved/Co-curricular and Campus Resources Presentation

\*Career Exploration Informational Workshop

\*Accelerating your Academic Performance Workshop

\*The WSU Real World" presentation

\*Fitness Center Orientations

**3:30 p.m. - 5:00 p.m. – Free Time**

**5:30 p.m. - 7:30 p.m. -- Dinner with Author of Common Text**

As a celebration of the start of the new academic year, students, faculty and administration will gather for dinner at the Nutter Center. The guest speaker for this event will be the author of the common textbook.

**8:00 p.m. - 11:00 -- "Do the U" & Student Organization Fair**

A time to get to know the union and all of the activities as well as the student organizations.