Wright State University

[CORE](#) Scholar

5-17-2002

Undergraduate Curriculum and Academic Policy Committee Minutes, May 17, 2002

Undergraduate Curriculum
and
Academic Policy Committee

Minutes
of
May 17, 2002 Meeting

Present: Jeanne Fraker, Joe Law, Jan Maxwell, Katie Mechlin, Jim Dunne (for Patricia Renick), Tom Sav, Cristina Specker, Patricia Vermeersch, Kefu Xue, Mindy Young.

Approved Minutes of April 11, 2002.

Writing Across the Curriculum (WAC) Committee Report

The committee is working on incorporating the WAC requirements into the New General Education Program. Recommendations were submitted to the General Education and Implementation Committee (GEIC) for review. After that review the recommended changes will be submitted to the UCAPC for additional review and approval.

General Education Implementation Committee (GEIC) Report

The GEIC will forward to the Faculty Senate for the June 2002 meeting the following recommendation for the New GE Program:

NEW GENERAL EDUCATION PROGRAM RECOMMENDATION --- FALL 2003

At the UCAPC meeting, the recommendation was distributed to committee members for informational purposes. To date, the UCAPC has not been charged with reviewing proposals or recommendations. Questions and comments concerning the the New GE Program should be directed to the General Education Implementation Committee, the respective college representative on GEIC, or David Orenstein, GEIC Chair.

Course Inventory and Modification Requests

CECS

Approved Modifications: BME 461, BME 464, ISE 307, EP 380, EE 425

CEHS

Approved Modifications: Change to Inactive Status -- EDS 442, EDS 443, EDS 445, EDS 451, EDS 452, EDS 453, EDS 454, EDS 456

COBA

Approved Inventories: EC 420

COLA

Approved Inventories: ENG 250, ENG 251, PLS 225, PLS 405
Approved Modifications: CHI 101, ENG 310, SW 291

COSM

Approved Inventories: BIO 266, BIO 366, CL 150, MTH 102
Approved Modifications: BIO 294 (UCAPC changed Title for Catalog to Introduction to Lab Science and added the required change for Student Record to Intro Clin Lab Sci), BIO 466 (UCAPC added the required change for Student Record to Intern Exercise Science), BIO 482, DEV 095
Returned Modifications: The MTH 145 modification is proposed to eliminate MTH 126 or 127 as prerequisites. It was brought to the committee's attention that the modification would violate the State of Ohio Transfer Module under the Ohio Board of Regents Articulation And Transfer Module for General Education. It was announced that the modification would make the course ineligible for The Ohio Transfer Module. While the committee supported the change, there was concern that Wright State University's approval of such General Education curriculum changes in violation of the state requirements may not be prudent. Yet, the committee is aware that an effort is underway on the part of WSU's President and Provost (in conjunction with other state institutions) to work with the Ohio Board of Regents to give individual universities more flexibility in establishing general education requirements. Since the MTH 145 proposal is not to take effect until Fall 2003, the committee felt that there is sufficient time to continue to work with the Ohio Board of Regents and the Regents Articulation and Transfer Council regarding this issue. In this respect, the committee would welcome a future submission of the proposed modification as additional progress unfolds with the OBR Transfer Council.

UC

Returned Modifications: SS 094. The SS 094 modification is proposed to move SS 094 (Critical Reading Improvement, a non-univeristy credit course) to the University College UVC 104 (a university college credit course). It was brought to the committee's attention that some faculty may be concerned with an increasing number of non-academic course offerings being used for academic credit. Although UVC courses count as general electives, the committee was concerned with students using an increasing number of possible non-academic courses toward graduation degree requirements.

Program Changes

CECS: Approved B.S. in Computer Science -- add Bioinformatics Option. The proposal is available as follows:

B.S. in Computer Science Bioinformatics Option

COLA: Approved English Integrated Language Arts -- change entrance requirements. The proposal is available as follows:

Integrated Language Arts

CONH: Approved B.S. in Nursing

Content from NUR 214 (2 hr) divided and moved to two other required courses.
NUR 212 increased form 3 to 4 hours. NUR 214 no longer required as of Fall 2002.
Degree Credit Hour Change: No Change

General Education Program Changes

University College: Common Text for Freshman

In a memorandum, the Associate Provost agreed to the committee's recommendation to allow the adoption of a "Common Text" in the University College's courses (UVC courses) and, at this time, not integrate such into the General Education Program. Although the committee also raised financial curriculum concerns about the university's distribution of the "Common Text" to all incoming freshman as opposed to only students enrolling in UVC courses, the committee was informed that the the "Common Text" will be distributed to ALL incoming freshman and that such funding is requested in the University' capital campaign. The memorandum is available as follows:

Common Text Proposal

Adjournment

The committee adjourned for the academic year 2001-02.

UCAPC HOME

Report of the General Education Implementation Committee to The Faculty Senate – 17 May 2002

Here are the courses recommended by GEIC to the Senate in each of the six areas of the new General Education Program. (We will continue to receive course proposals and thus further recommendations will follow.) GEIC is also working on a variety of policy proposals (e.g., those relating to transfer students from other institutions) that will be brought to the Senate early in the Fall.

(Note: Policy recommendations from GEIC in regards to Area VI college transfer and Lake Campus policies appear below in italics.)

General Education at Wright State University

The General Education Program at Wright State University provides students the opportunity to develop skills and knowledge that will form the basis for their life-long learning. A planned and coherent program, it is designed to help students sharpen critical thinking, problem solving, and communication skills while learning about the aesthetic, ethical, moral, social, and cultural dimensions of human experience. The General Education Program is required of all undergraduate students and serves as a foundation upon which all baccalaureate programs are built.

Area I – Communication and Mathematical skills

> 12 Hours

> Area I requirements help students enhance abilities central to academic success, including the abilities to write using appropriate academic conventions and to formulate and interpret mathematical models.

> **English Composition I and II**
> ENG 101   Processes of Writing
> ENG 102   Effective Written Discourse

> **Mathematics**
> MTH 145   Mathematics and the Modern World

Area II – Cultural-Social Foundations

> 8 Hours Minimum (select one course from each category)

Area II requirements help students develop a historical perspective on their own culture, an understanding of cultures beyond their own and an awareness of the realities of global interdependence.

History
CLS 150   Introduction to Greek and Roman Culture
HST 101   Ancient & Medieval Europe
HST 102   Early Modern Europe: The 14th through 18th Centuries
HST 103   Modern Europe: the 19th and 20th Centuries
The Non-Western World (writing intensive)
CSE 250   Comparative non-Western Economic Systems
CST 220   Comparative Non-Western Environments
CST 230*   Comparative Non-Western Worldviews Literature
CST 230*   Comparative Non-Western Religion
CST 240   Comparative Non-Western Cultures
CST 250   Comparative Non-Western Political and Social Systems
HLT 202   Eastern Influences on Western Health
RSE 260   Regional Studies: Asia
RST 260*   Regional Studies: China
RST 260*   Region Studies: Japan
RST 280   Latin American Culture
RST 290   Regional Studies: The Middle East

Area III –Human Behavior

8 Hours Minimum (select two courses from different categories)

Area III requirements help students develop the skills to examine critically the complexity of human behavior and institutions through systematic analysis.

Economics (Some sections will be writing intensive.)
EC 200   Economic Life
EC 290   Economic, Business, and Social Issues

Political Science
PLS 200   Political Life

Psychology
PSY 105   Psychology: The Science of Behavior

Sociology (writing intensive)
SOC 200   Social Life
SOC 205   The Sociological Imagination
WMS 200   Approaches to Women's Studies

Area IV – Human Expression

4 Hours Minimum (select one course)

Area IV requirements will help students develop an intellectual and aesthetic appreciation of significant artistic works and of important literary, religious, and philosophical texts. Students will explore how such works express both personal vision and cultural concerns. They will also examine the specific means writers, composers and creative and performing artists adopt to communicate with their audience.

Great Books (writing intensive)
CLS 204   Great Books: Classics
ENG 204   Great Books: Literature
PHL 204   Great Books: Philosophy
REL 204   Great Books: Religion

Fine and Performing Arts
ART 214   Visual Art in Western Culture
MUS 214   Music in Western Culture
TH 214   Theatre in Western Culture

Additional Courses from Areas Two, Three, and Four

8 Hours

Select two additional courses from Areas II, III, or IV, one course from two of these three areas. Except for Area II, the course selected must come from a different subcategory than the course(s) chosen to meet the area requirement.

This component of the General Education program provides students the opportunity for in depth study in Cultural and Social Foundations, Human Behavior, or Human Expression and thus the opportunity to strengthen understanding and competencies in two of these three areas.

Area V – Natural Sciences

12 Hours (Select three courses (lecture and lab); at least one must be writing intensive

Area V courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

Biology (Writing Intensive)
BIO 105   Introductory Biology: Biology of Food
BIO 106   Introductory Biology: Biodiversity
BIO 107   Introductory Biology: Biology of Disease

Chemistry
CHM 105   Chemistry of our World: Living Things
CHM 106   Chemistry of our World: Materials
CHM 107   Chemistry of our World: Energy and the
           Environment

Geology
GL 105   The Planet Earth
GL 106   The Evolving Earth
GL 107   The Earth and Human Affairs

Physics
PHY 105   Sounds and Colors
PHY 106   Revolutions in Physics
PHY 107   Stars, Galaxies and the Cosmos

Area VI - College Component

4 Hours (select one course from the list specific by the college in which you intend to major)

Area VI requirements link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

Courses satisfying the Area VI requirement may be offered by the specifying college or may be selected from approved General Education courses offered by the other colleges. Courses meeting the Area Six requirement must be writing intensive.

Note 1: Courses below are listed for the most part by the proposing college. A college may decide to accept courses offered in another college.

Note 2: Each college must have at least one college component course regularly available for students at Lake Campus.

Note 3: Acceptance of a previously taken Area VI course is at the discretion of the receiving college in all cases of transfers from one

college to another. Each college will establish its own Area VI transfer policy.

Note 4: A course listed in two areas may only be used to meet one area requirement. Only writing intensive sections will meet the Area VI requirement.

College of Education and Human Services Courses
CNL 210   Understanding Emotional Intelligence
ED 210   Education in a Democracy
RHB 210   Introduction to Alcohol and Drugs

College of Engineering and Computer Science Courses
EGR 190   Fundamentals for Engineering and Computer Science I

College of Liberal Arts Courses
AFS 200   What is the African and African American Experience?
ATH 241   Introduction to Physical Anthropology
ATH 242   Introduction to Archaeology
CSE 250   Comparative Non-Western Economic Systems
CLS 204   Great Books: Classics
CST 220   Comparative Non-Western Environments
CST 230*   Comparative Non-Western Worldviews Literature
CST 230*   Comparative Non-Western Religion
CST 240   Comparative Non-Western Cultures
CST 250   Comparative Non-Western Political and Social Systems
ENG 204   Great Books: Literature
HST 200   Topics in European History: Western Europe & The Non-Western World
HST 220   Introduction to Gender History
HST 221   American Diversities
MUS 290   African American Music: America and Beyond
PHL 200   Critical Thinking
PHL 204   Great Books: Philosophy
REL 204   Great Books: Religion
RSE 260   Regional Studies: Asia
RST 260*   Regional Studies: China
RST 260*   Regional Studies: Japan
RST 280   Latin American Culture
RST 290   Regional Studies: Middle East

SOC 200   Social Life
SOC 205   The Sociological Imagination
SW 272   Cultural Competence in a Diverse World
URS 200   Growth and Change in Urban Societies
WMS 200   Approaches to Women's Studies

Raj Soin College of Business Courses
EC 290   Economic, Business, and Social Issues
FIN 205   Personal Financial Decision-Making

College of Science and Mathematics Courses
EH 205   Environmental Science & Society: A Cross-Cultural
             Perspective
PSY 110   Psychology: The Science of Behavior II

WSU-Miami Valley College of Nursing and Health Courses
HLT 201   Human Expressions of Health
HLT 202   Eastern Influences on Western Health
HLT 203   The Languages of Health Data
NUR 212   Nursing for Health and Wellness Lifestyle

*The GEIC recommends that no two courses should share a single number
and that these course numbers should therefore be changed.

A Proposal for a Bioinformatics Option

in the Bachelor of Science in Computer Science Degree

Executive Summary

Bioinformatics is a new and rapidly evolving discipline that has emerged from the fields of experimental molecular biology and biochemistry, and from the artificial intelligence, database, and algorithms disciplines of computer science. Largely because of the inherently interdisciplinary nature of bioinformatics research, it has been difficult to meet the strong industry and government demands for trained scientists to develop and apply novel bioinformatics techniques to the rapidly-growing, freely-available repositories of genetic and proteomic data. The development of a bioinformatics curriculum at WSU will allow our students opportunities to take part of the basic research of this emerging discipline and be immediately available to meet the workforce needs of the community, state, and nation. Herein, we propose a change to the existing baccalaureate degree program in Computer Science to allow for a new option in Bionformatics.

This proposal details a new major option in bioinformatics for computer science undergraduate students. This program will be one of the first undergraduate programs of its type in the nation and the development of this program is funded by a NSF educational innovation grant to Wright State University. It is our hope that this program, and thus our university, will serve as a national model for similar programs nation-wide.

This proposal presents a bioinformatics option for computer science students. A related program in biological sciences provides a similar option for students of biological sciences. Both of these programs have been developed as a collaborative effort between faculty in both the department of computer science and faculty in the department of biology. The College of Engineering will administer the option proposed herein through the Department of Computer Science and Engineering. It is expected that the Department of Biological Science will administer a similar Bioinformatics option focused to meet the needs of students pursing a degree in Biology. To aid in maintaining the appropriate interdisciplinary balance, it is expected that both of these programs will be maintained via close consultation between faculty in both Departments.

The three existing options in the Bachelor of Science in Computer Science degree (General, Business, and Science) require 192 quarter credit hours. A total of 195 credit hours are required for the proposed bioinformatics option in computer science. The degree will be a Computer Science B.S. degree with a Bioinformatics option. The proposed option has been developed with the standards of the Computer Science Accreditation Council in mind and should not unduly affect department accreditation. The implementation of this new option will in no way inconvenience existing students as the existing options are unchanged.

The following documentation is provided to describe and support the proposed program option:
- The proposal (3 pages)
- Program course check sheet and sample plan of study (2 pages)
- Short paper detailing the need, motivations, and goals of this program (4 pages)
- Letter of support from the Dept. of Biological Sciences

Immediate implementation (Fall 2002) of this new option is requested. The modification provides a new option within the existing Computer Science B.S. degree program.

A Proposal for a Bioinformatics Option

in the Bachelor of Science in Computer Science Degree

1) Objectives

Bioinformatics is a new and rapidly evolving discipline that has emerged from the fields of experimental molecular biology and biochemistry, and from the artificial intelligence, database, and algorithms disciplines of computer science. There is a high demand for professionals with a background in bioinformatics. The annotation and analysis of the human genome is one of the most complex computational problems currently being studied on a world-wide scale. Computer scientists are needed to analyze, index, represent, model, display, process, mine, and search large biological databases. This need is already extensive and will continue to grow. The genomic database maintained at the National Center for Biotechnology Information (NCBI) currently doubles every 14 months. Industry analysts forecast that the market for genomic information alone (and the technology to use it) will reach an annual US $2 billion by 2005. In the January 2001 issue of *The Scientist*, it is reported that the National Institute of General Medical Sciences (NIGMS) is already having difficulty finding people from other disciplines to perform the kind of modeling and data analysis that researchers in the biological sciences now require.

Largely because of the inherently interdisciplinary nature of bioinformatics research, it has been difficult to meet the strong industry and government demands for trained scientists to develop and apply novel bioinformatics techniques to the rapidly-growing, freely-available repositories of genetic and proteomic data. While some institutions are responding to this demand by establishing graduate programs in bioinformatics, the entrance barriers for these programs are high, largely due to the significant amount of prerequisite knowledge in the disparate fields of biochemistry and computer science required to author sophisticated new approaches to the analysis of bioinformatics data. The development of a bioinformatics curriculum at WSU will allow our students opportunities to take part of the basic research of this emerging discipline and be immediately available to meet the workforce needs of the community, state, and nation. Thus, we propose that a new Bioinformatics track be made available to students pursuing a Bachelor of Science in Computer Science degree.

2) Catalog Description

The objective of the bioinformatics option in computer science is to provide a structured and coherent concentration of study in computer science with a focus on the development and application of computational tools, models, and approaches for expanding the use and understanding of biological, medical, behavioral, or health data, including the knowledge required to acquire, store, organize, archive, analyze, or visualize such data.

3) Degree Requirements

The differences between the existing Computer Science (Science option) degree and the proposed Computer Science (Bioinformatics option) degree are summarized, below.

Courses removed	Credit hours		Courses added	Credit hours
CEG 360	4		CS 399 (new course/Bio 271)	4
CS 434	4			
CS 460	4		CS 409	4
CS 466	4		CS 471 (new course/Bio 471)	4
CS/CEG electives	20		CS/CEG electives	8
1yr Physics sequence	16		2yr Chemistry sequence	33
Science elective	4			
Concentration reqs. (MTH/SCI/ENG)	24		2yr Biology sequence	29
Total hours removed	**80**		**Total hours added**	**82**

Table 1: Summary of changes from existing B.S. C.S. (Science option)

The three existing options in the Bachelor of Science in Computer Science degree (General, Business, and Science require 192 quarter credit hours. A total of 195 credit hours are required for the proposed bioinformatics option in computer science.

Proposed Addition		An existing option (for reference)	
Bachelor of Science in Computer Science Degree (Bioinformatics option)		**Bachelor of Science in Computer Science Degree (Science option)**	
General Education Requirements	70	General Education Requirements	68
Required substitutions:		Required substitutions:	
MTH 229, 230		MTH 229, 230	
CHM 211/215, 212/216, 213/217		PHY 240/200, 242/202, 244/204	
Departmental Requirements	55	Departmental Requirements	59
CS 240, 241, 242, 400, 415	19	CS 240, 241, 242, 400, 415	19
CS 399, 405, 409, 471, 480	20	CS 405, 466, 480	12
CEG 255, 260, 320, 433	16	CEG 255	4
		CEG 260, 320, 360, 433, 434, 460	24
Computer Science Electives	8	Freshman Sequence/CS Electives	20
Electives must be 400-level computer science courses chosen with the consent of an advisor to provide a coherent major concentration.		Electives must chosen with the consent of an advisor to provide a coherent major concentration.	
Mathematics/Statistics Requirements	15	Mathematics/Stats/Sci. Requirements	19
MTH 231, 253, 257	11	MTH 231, 253, 257	11
HFE 301	4	HFE 301	4
		CHM 121, or BIO 112, or a physics course	
Science Requirements	44	with PHY 242 or PHY 244 as a prerequisite	4
BIO 112, 114, 115, 210, 211, 212	24		
BIO 410, 492	5	Technical Communications Requirements	3
CHM 121, 122, 123	15	EGR 335 or BIO 310	3
Technical Communications Requirements	3	Elective/Concentration Requirements	24
EGR 335 or BIO 310	3	MTH, EE**	8-12
		Courses from one mathematics, science, or	
Total	**195**	Engineering department	12-16
		Total	**193**
		** Chose from EE 301/302, 303/304, 321, 322, 331, 345, and MTH 232, 233, 333, 407, 431, 432, 451, 452, 457, 458.	

Table 2: Course catalog description of proposed Bioinformatics option and existing Science option (for reference)

4) Student Performance and Prerequisites

Students are expected to satisfy the same performance and prerequisite requirements expected of all students in the College of Engineering and Computer Science. Admission to the Computer Science degree program (bioinformatics option) is subject to (1) the student completing 45 quarter credits of college-level work, (2) attaining a cumulative GPA of 2.25 and a cumulative GPA of 2.25 in all computer science and engineering courses, (3) completing required core courses in English, composition, mathematics, computer programming, and chemistry or physics with a grade of C or better.

5) Coordination

The Department of Computer Science and Engineering will administer the program. It is expected that the Department of Biological Science will also offer a Bioinformatics option for students pursing a degree in Biology. To aid in maintaining the appropriate interdisciplinary balance, it is expected that both of these programs will be maintained via close consultation between faculty in both departments.

6) Resources

Most of the courses, hardware, and software resources of this new, interdisciplinary option already exist as normal university offerings. This track is not expected to significantly increase the maintenance or upgrade costs of these existing offerings. This program will require the regular offering of two new courses, Bio 271/CS 399 (Introduction to Bioinformatics) and Bio 471/CS 471 (Algorithms for Bioinformatics). Bothof these courses have been approved.

7) Implementation

Our goal is to accept students into this program immediately. The modification provides a new option within the existing degree program. Students that are currently in the Computer Science degree program will not be inconvenienced in any way, as any existing option for which they have targeted prior class work remains intact and unchanged.

English: Integrated Language Arts
Entrance Requirement Change

Action

At its meeting on November 15, 2001, the English department faculty voted to create an entrance requirement for students wishing to enter the program in English: Integrated Language Arts (major # 346). Currently there is no entrance requirement for the English major beyond what the College of Liberal Arts requires. Any student with a 2.0 average and a C or better in ENG 101 and 102 can enter any English major. We propose the following policy governing admission to the major in English: Integrated Language Arts.

> For admission to the major in English: Integrated Language Arts, students must present any one of the following:
>
> - an overall GPA of 2.50 or better after completion of 48 hours (a minimum of 24 hours completed at Wright State University)
> - an overall GPA of 2.25 or better with grades of B or better in both ENG 300 and 301 after completion of 48 hours (a minimum of 24 hours completed at Wright State University)
> - an overall GPA of 2.00 or better with a GPA of 3.30 in five courses in the English major after completion of 48 hours (a minimum of 24 hours completed at Wright State University)
> - the recommendation of an English department faculty member and permission of the department Chair
>
> This policy will be effective Fall 2002.

Background

English: Integrated Language Arts (ILA) is the newest major offered by the Department of English Language and Literatures. Students completing this major are eligible to apply to enter the Graduate Level Teacher Preparation Program (GLTPP) offered by the College of Education and Human Services. Students who successfully complete the latter program and pass a series of PRAXIS teacher competency tests will receive their Adolescent and Young Adult teaching license in Integrated Language Arts.

Thus the major in English: Integrated Language Arts functions primarily as the undergraduate content-rich component of a five-year teacher-education program. It is exclusively designed for students who wish to be secondary teachers of English. Students who are not interested in careers in secondary education should pursue the major in English (major # 350). The English major is an open-admission program. Any student with a GPA of 2.0 or better and a C in ENG 102 may enter the English major.

Integrated Language Arts Entrance Requirement: 2

Because the major in English: Integrated Language Arts is wholly geared to prepare students to enter the GLTPP, we must be careful to match our expectations with its requirements. Our ILA courses have been designed to prepare students for their immersion in graduate Education courses and student teaching. But beyond course work, our performance expectations must also match the entrance requirements graduate programs are likely to have.

Like all graduate programs, the GLTPP requires that students entering the program have an overall GPA of 2.70. While this can be waived with a conditional admission, the waiver will normally not permit students to begin graduate study with an overall GPA below 2.50. Yet students may currently enter our ILA program with a 2.00, and need only maintain that minimum GPA to graduate in good standing. Thus, while we have an "open-admission" undergraduate program designed to prepare students for a year of teacher education, successful completion of the former may leave students far short of minimal requirements for the latter. The two programs lack any clear articulation in the area of expectations.

<u>Proposal</u>

Our proposal addresses this disconnection between our undergraduate program and the graduate-level program offered by the College of Education and Human Services. Our proposal takes a very generous approach. First, students with an overall GPA of 2.50 or higher may enter our program without further scrutiny. Even though these students will need to bring their GPA up several points to qualify for regular admission to the GLTPP, we are willing to take the responsibility of mentoring and preparing these students for admission to the teacher-preparation program. The GPA of 2.5 shows us that these students have been able to earn substantial numbers of B grades and even A grades in their general education courses. We regard these students as likely to prove effective applicants to the Graduate Level Teacher Preparation Program.

Second, students with an overall GPA of 2.25 or higher may enter the ILA program if they can receive grades of B or better in both our core classes, ENG 300 and 301. These courses, created several years ago when we reformed the English curriculum, are designed to be taken before other English courses and will give our students a solid introduction to the vocabulary, theoretical basis, and critical study of literature. They are our "gateway" courses to the English major, and we think it is appropriate to give ILA students an opportunity to demonstrate their likelihood of success in the major by succeeding in our two gateway courses. If they can do so, we will admit them to the ILA program, even though their overall GPA may be only 2.25.

Third, students with an overall GPA of 2.00 to 2.25 may still enter the ILA program if they can demonstrate the ability to work above the "B" level, earning a 3.30 in five or more courses in the English major. Students with checkered academic backgrounds may still turn out to be excellent candidates for teacher education. We want to give students the chance to prove this to us by performing strongly in 20 hours of course work in English. We will advise these students carefully to make sure that all the

courses in this probationary phase will count toward the major in English: Integrated Language Arts if the students are accepted to the program. If they cannot meet the entrance requirements, students may count all courses toward the major in English. We will also provide advising so that students who wish to may pursue careers related to teaching in publishing, computers, substitute teaching, or grading proficiency tests.

Finally, we will also admit a student to the ILA major with the recommendation of an English department faculty member and permission of the Chair. This will allow us to deal with special cases, students who, while they may not fall under one of the other GPA/course grade requirements, still merit the opportunity to enter a teacher-preparation program like the one offered at Wright State.

Rationale

Right now, with the program only in its first full year, out of a total of 60 students majoring in Integrated Language Arts, 14 students (23%) have an overall GPA below 2.50. [Note: this does not count several students with a listed GPA of 0.00, since these students are newly transferred into the program.] Three of these 14 students are currently on academic probation, their averages being below 2.00. Another nine, while not on academic probation, have GPAs below 2.25. The fourteen students with total GPAs below 2.50 have not as a group performed significantly better on their courses in the English: Integrated Language Arts major than they have overall. Their combined GPA for all courses in the major is 2.472. If one excludes the two students whose GPAs are above 2.25, the English GPA for the remaining students drops to 2.404.

What will happen to these 14 students when they complete the major in Integrated Language Arts? No doubt, a few will bring their grades up over time. A few more will be able to enter the GLTPP by petition. Others may take additional course work to bring up their GPA and apply later, or may enter teacher-education programs at other schools. But it is certain that some of these students have no hope of ever entering a teacher-education program. The courses they take in the ILA curriculum are designed to train them to be classroom teachers of English, yet that path will be denied them. They would have been better served by pursuing the regular English major, or by pursuing another major altogether. As it is, we will have done them a disservice.

Further, our proposal parallels the admissions requirements of other programs designed to prepare students to enter the Graduate Level Teacher Preparation Program. The College of Education and Human Services continues to require a GPA of 2.5 for all entering students in all undergraduate programs, including its own pre-licensure programs in Early Childhood and Middle Childhood Education. Our proposed entrance requirements, if anything, are less stark and perhaps more finely tuned to the possibility that students will improve on earlier poor academic performance.
There is a broader issue here as well--one that current educational reform, including the "licensure" approach to the preparation of teachers, attempts to address: teachers should be professionals who have mastered an area of expertise. A few who want to be teachers appear not to have the intellectual capacity or the work ethic to meet the

requirements for licensure. These few should not be allowed to enter the teaching profession, and our entrance requirement would give us a way of sending these students a necessary message before they have invested four years and thousands of dollars into a major they cannot use. On the other hand, our proposal contains gradations rather than a single GPA requirement, and it allows for the admission of special cases by faculty recommendation and permission of the department Chair-- these provisos will keep us from discriminating against the returning student, or the student who switches from an unsuccessful major to do strong work in English. But in general we need to help the College of Education and Human Services keep the licensure bar high because teaching is a profession that we, as teachers, highly respect, and because students should know from the beginning that it is a privilege to be able to enter this profession.

It is important to note that Wright State University has one of only three teacher education programs in Ohio to be part of a "Teaching-Learning Initiative" (the others are at OSU and OU). This means we should be a model for other schools in Ohio, schools like Miami, Capital, Otterbein, Bowling Green, and Cincinnati. WSU has achieved this distinction because of the vision and high standards with which the College of Education and Human Services has approached the issue of teaching licensure. We submit that our proposal will bring our major in English: Integrated Language Arts into line with the standards and expectations of the state.

Finally, university resources are not limitless. Right now we have only two faculty who are qualified to teach our specialized courses in Integrated Language Arts, and they are also responsible for other courses. As a result, our ILA courses are offered once a year. When courses become available, our ILA majors must have access to them. Furthermore, because these courses involve heavy writing and intensive one-on-one classroom instruction, we must limit them to 25 students per section. Often, these sections fill up quite quickly. For example, an ILA course offered for winter 2002 closed within two weeks of the beginning of registration. If we can use an entrance requirement like the one proposed to keep the very weakest students out of the ILA program, it will help relieve the crowding in these classes and help keep them open for the students most likely to succeed in teacher education at the graduate level.

In conclusion, we wish to set an admission standard for students entering the major in English: Integrated Language Arts. Keeping our current open-admission standard would be irresponsible, because it would sacrifice the quality of the program, it would result in severe overcrowding of classes and straining of resources, and it would mislead unprepared students into believing they will enter the teaching profession when in fact they are unqualified to do so.

DATE: May 2, 2002

TO: Tom Sav, Chair, Undergraduate Curriculum and Academic Policy
Committee

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

SUBJECT: Common Text Proposal

Since, immediately following the April 11, 2002, UCAPC Meeting, I had been informed by Jeanne Fraker, the University College representative to UCAPC, that I would soon receive a set of questions from you on behalf of UCAPC regarding the common text proposal, I had been patiently awaiting such a list. When approximately three weeks after the meeting, I still had not received the list of questions, Jeanne's follow-up with you suggested that I should simply respond to the set of concerns included in the minutes of the meeting and subsequently posted on the web. Please consider what follows, then, as my response to that meeting summary.

I very much appreciate UCAPC's "commitment to supporting curriculum initiatives that enhance academic programs and the academic preparation and success of students." I appreciate even more, however, the statement in the UCAPC minutes that **"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 you know, this perspective echoes my own and has been the source of my perplexity about Faculty Governance's insistence that the proposal be submitted to UCAPC. Given the above corroborating perspective from UCAPC, however, I will now move ahead with the common text in the UVC courses in the University College as planned. With this memorandum, I am thus formally withdrawing the common text proposal from UCAPC.

At the same time, because I can also appreciate the committee's concerns about the "implications for the General Education Program, faculty teaching GE courses, and other colleges," I am pleased to assure UCAPC that the implementation of the common text in the University College will have no implications at all for the General Education Program or for faculty teaching GE courses, or for other colleges. Rather, we will proceed as follows:

- Though we will make the campus community aware of the text freshmen are reading for Freshman Week/First Week and the UVC courses, we will not "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." Apparently,

though the terms "encourage," "voluntarily" and "where appropriate" were used to describe our intention, the statement still raised concerns among UCAPC members. So, to quiet those concerns, we will no longer "encourage" others outside of the University College to do anything at all with the common text;

—   Though UCAPC raised concerns about the distribution of the text to ALL incoming freshmen since currently only about 50% of incoming freshmen participate in learning communities, we believe the text should be distributed to all new freshmen for the following reasons: our goal for fall 2002 and subsequent years is to serve 80% of the freshman class in learning communities. Our goal is to include 100% of the freshman class, regardless of participation in learning communities, in Freshman/First Week activities, which would include a formal appearance and presentation by the author of the common text. It is essential, then, that all freshmen receive the text.

—   Though UCAPC expressed concerns about our seeking corporate sponsorship to cover the costs of the text because of the impact such a solicitation might have on the University's current capital campaign, UCAPC should know that Freshman/First Week, including the idea of a common text, already appears in the case statement for the University College that is included in the University's capital campaign. Corporate sponsorship for the text, then, is in keeping with the capital campaign of the university. Should we not be successful in raising funds for the purchase of the text, we will consider other sources of funds that do not "burden the budget" of the university.

With this formal withdrawal of the common text proposal from UCAPC, and UCAPC's opinion that the selection of the text for UVC courses is the "prerogative of the University College," I will reactivate the Faculty Committee appointed in January to help the University College select its first common text. I will take care in that process to share with the committee, and to reiterate as often as possible, all of the above caveats.

Thank you and UCAPC, meantime, for your thoughtful consideration of the proposal. I thank you, particularly, for your careful and balanced rendering in the minutes of the

committee's deliberations. Finally, I hope that the University College can continue to count on your, UCAPC's, and Faculty Governance's support as we move ahead.

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