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Committee Minutes Committee

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Undergraduate Curriculum and Academic Policy Committee Minutes, May 18, 2006

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Undergraduate Curriculum and Academic Policy Committee

Minutes of May 18, 2006 Meeting

Present: Susan Carrafiello, Candace Cherrington, Jeanne Fraker, Tom Sudkamp (for Nathan Klingbeil), Charles Larkowski, Joe Law, Carol Loranger, KT Mechlin, Mindy McNutt, Tom Sav, Scott Graham (for Carol Wagner-Williams), Karen Wilhoit, Abby Dunlap (for Krystal Karshner & David Percy). Guests: Joyce Hail (Registrar's Office).

Approved Minutes of April 13, 2006.

UCAPC Subcommittee Reports

Writing Across the Curriculum Committee (WAC) -- Joe Law, Chair, reported that the WAC Newsletter will be issued soon.

University General Education Committee (UGEC) -- Susan Carrafiello, Chair, reported that the committee continues in the process of reviewing and approving assessment reports. The UGEC April minutes are available as follows:

[UGEC Minutes, April 27, 2006](#)

The assessment reports approved are available as follows:

[Assessment Reports](#)

Undergraduate Academic Program Review Committee (UAPRC) -- Rudy Fichtenbaum, Chair, reported (via Tom Sav) that the committee is continuing to meet every Wednesday to review the academic program reviews scheduled for this year. Of the following programs scheduled for review during the 2005-06 Academic Year, those noted with an * have been reviewed by the committee to date but the committee continues to meet in the hope to complete all reviews before the end of the Spring Quarter:

- * **Nursing (B.S.N.)** [N.B. CCNE accreditation 2004-05, thus can use existing self-study, etc.]*
- Organizational Leadership (B.S.)** (includes Lake Campus)
- Rehabilitation Services (B.S.)**
- Athletic Training (B.S.)**
- * **Psychology (B.S., B.A.)**
- Psychology (A.A., Lake Campus)**
- * **Biological Sciences (B.S., B.A.)**
- * **Biological Sciences Education (B.S., B.A.)**
- * **Biological Sciences (A.S., Lake Campus)**
- * **Accountancy (B.S.B.)**
- * **Marketing (B.S.B.)**

The committee is having some difficulty, due to the manner in which program review submissions are received, getting program reviews online. Those that are available online may be accessed at the following

UAPRC Website.

Upon completion of all scheduled program reviews, the committee will issue and make available online its final report.

Course Inventory and Modification Requests

COLA

Approved Modifications: ENG 340, ENG 481, ENG 482, ENG 483, ENG 484, GEO 149, URS 410, URS 411, URS 414, URS 415, URS 416, URS 423*, URS 424, URS 425*, URS 470, URS 490

Approved Inventories: ENG 474, ENG 475, ENG 488, GEO 149, MUS 199, MUS 401, URS 413, URS 421, URS 476, URS 478

* The committee added #4 Title Variations to the course modifications.

COSM

Approved Inventories: Delete -- EH 451, EH 463, EXB 355, Inactivate --EH 432, EH 468

Approved Modifications: BIO 345, EXB 352, EXB 353, EXB 354, EXB 450

UC

Tabled Modification: UVC 102

Course Modification Requests to Conform to Banner Prerequisite Checking Winter 2007 Implementation

The Faculty Senate charge to the committee is how to solve the problem of "hard" vs "soft" prerequisites that Banner can enforce and not enforce, respectively, be reviewed and action taken by academic units. The committee seeks the most painless solution in that there must be a Banner (or other system) Screen that shows online for each academic unit (1) the course designation, (2) the course number, (3) the course title, (4) the current "hard" prerequisites that Banner sees and can enforce, (5) the current "soft" prerequisites that are in the Inventory of Courses that Banner cannot enforce, AND elected action by the academic unit to (a) delete the "soft" prerequisites or (b) move the "soft" prerequisites to "Recommended". This would allow academic units to view such and take action on such online and submit to the Registrar's Office and make available to UCAPC.

Of course, there would have to be a clear and non technical explanation to academic units that accompany such a request. That is, it is quite clear that the vast majority have little knowledge of these issues and the impending curriculum and registration problems via their programs, courses, and impacts on students.

The committee continues to work with the Registrar's Office and the Banner People to come to an implementation solution.

Program Changes

COLA

Approved

[Bachelor of Music, Music Education, Instrumental /Band](#)
[Bachelor of Music, Music Education, Instrumental /Orchestra](#)
[Bachelor of Music, Music Education, Vocal/Choral](#)
[B.A. English with an Emphasis in TESOL](#)

Academic Policy

Approved (based on the UGEC recommendations of justification -- [February 22, 2006 Meeting](#))

[Advanced Placement Policy](#)

Approved (based on justification -- [Justification](#))

[Transfer to an Ohio Public College or University Policy](#)

Adjourned for the 2005-06 Academic Year: Next meeting September TBA. Fall 2006-07 Fall Quarter Meetings and other Schedules as follows:

| UCAPC Meeting | UCAPC Submission Deadline (No Exceptions: receipt after forwards to the next meeting) | Faculty Senate Meeting New Business | Faculty Senate Meeting Old Business |
|---------------------------|--|--|--|
| Current Meeting May 18 | | June 5 | October 2 |
| September TBA | September 8, 12:00 Noon | October 2 | November 6 |

[UCAPC HOME](#)

Minutes of the University General Education Committee
April 27, 2006

Mary Kenton called the meeting to order at 3:00 pm in 238 Millett Hall. Attending were Joe Law, Jeanne Fraker, Carole Endres, Candy Cherrington, Rich Bullock, Mindy Diesslin, Dan Ketcha, and Lillie Howard. Chair Susan Carrafiello was absent because of illness. The minutes of the February 22 meeting were approved with a correction to the spelling of Carole Endres' name.

First the members considered the Area II: Cultural and Social Foundations report. There were several questions and concerns.

Which performance criteria are each of the marker questions measuring?

HST 101/CLS 150—The questions all seem to be about the master narrative

HST 102/102—Questions seem better balanced among performance criteria 1, 2,

And 5

Which questions specifically are intended to be the essay questions?

In the nonwestern component of Area II, there is a need for a clearer sense of how content will be assessed in the writing portfolios.

If drafts are to be collected along with the final papers, what use will be made of them?

The Area VI report contains information only about College of Liberal Arts courses. Who is responsible for collecting data from the other colleges—Sharon Nelson, perhaps? The UGEC members would like to have the marker questions identified and have them related to the performance criteria.

Revised plans need to be submitted by Friday, May 5. Each plan needs to contain:

1. An introduction
2. Definitions
3. Data, if available
4. Interpretation and conclusions

The members set two additional meetings. The first is on May 9, at 2:00 pm in 238 Millett Hall for the purpose of reviewing and revising (if necessary) the final reports. Revisions should be submitted electronically. The second meeting will be with the NCA site visitors on May 16 at 2:00, location to be announced. Please notify the chair if you will be attending the May 16 meeting.

Joe Law reported that GE Coordinator Search Committee will review 16 applications early next week. The pool contains four or five really good candidates. There are also several internal candidates. Joe Law added that MP 131 had been submitted for the transfer module. He expects to have a decision within the next few days.

Lillie Howard indicated that the committee might begin the discussion of “Student Success Plans” at the next meeting. These plans concern gathering evidence that students have acquired competencies in core areas such as GE and the major. She advised the

members to consult the Bowling Green web site. BGSU is the first institution in the state to complete the planning and get it online. Vice President Howard also noted that North Central will now offer workshops on assessment. She is thinking that Wright State should perhaps apply to participate. We seem to need to help with this process. The meeting adjourned at 4:00 pm.



WRIGHT STATE UNIVERSITY



Academic Affairs



Institutional
Accreditation

Campus Completion
Committee

Academic Program
Review

Outcomes Assessment

Programs &
Organizations

Undergraduate
Academic Policies

Outcomes Assessment

The assessment processes at Wright State are driven by [our mission](#) and [vision](#) and are designed to assure students are learning and the learning is geared to the needs of professions. Assessment is designed to answer the question "What are our students learning and how can we improve our courses, curricula, and programs?"



The Assurance of Learning Committee

The University's Assurance of Learning Committee provides university-wide leadership and coordination for academic and co-curricular program review and the assessment of student learning outcomes.

Membership includes at least one faculty member and one administrator (Assistant Dean or above) from each college with undergraduate programs and includes representatives from Student Affairs, the University Library, and the Graduate School.

There are currently five levels of assessment at Wright State:

1. Institutional [program review](#) done every 5 years for all programs
2. Student Learning Outcome assessment by program
3. Assessment of core learning outcomes through the HLC Assessment Academy
4. Various reviews of programs by professional accrediting bodies
5. [HLC assessment of the institution](#)

Student Learning Outcome Assessment

While the institutional assessment measures provide an overall picture of student characteristics and success in the university, individual assessment plans for each academic major guide outcomes assessment activity in all academic and co-curricular programs. Each plan begins with objectives and goals for the academic program. The assessment process identifies data to demonstrate how students are successfully achieving the intended outcomes and goals. The team then commits to initiatives leading to improvements. Finally, the team documents the success of the initiatives.

HLC Academy for the Assessment of Student Learning

As participants in the Higher Learning Commission's Academy for the Assessment of Student Learning, we implemented a multi-year university-wide process to assess student mastery of the seven learning outcomes of the Wright State Core, our general education program.

Outcomes Assessment

Assessment Coordinators

Assessment Plans



Assessment Reports



Assurance of Learning Committee

Template File

- ▶ [Template for Assessment Reports \(DOC\)](#)

Wright State graduates will be able to:

1. communicate effectively
2. demonstrate mathematical literacy
3. evaluate arguments and evidence critically
4. apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
5. demonstrate global and multicultural competence
6. demonstrate understanding of contemporary social and ethical issues
7. Participate in democratic society as informed and civically engaged citizens

Individual Program Accreditation

Individual program accreditation is completed by the college under the direction of the dean. Program accreditation is most commonly sought by colleges to assure the students can achieve the credentials needed. A list of the program accreditations at Wright State can be found under [Program Accreditation](#)

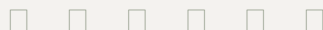
Academic Affairs

Location: 280 University Hall

Phone: (937) 775-2097 | **Fax:** (937) 775-3830



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College of Liberal Arts
Program Requirements Change

Department: Music

Major Program: Bachelor of Music, Music Education, Vocal/Choral

Minor Program: _____

Certificate Program: _____

| CURRENT | Hours | NEW | Hours |
|--|--------------------|--|--------------------|
| I. General Education Required substitutions: MUS 121/122 (4 hours) (Area IV) CST 242 (Music in NW Culture) (Area II or VI) | 56 | I. General Education Required substitutions: MUS 121/122 (4 hours) (Area IV) CST 242 (Music in NW Culture) (Area II or VI) | 56 |
| II. Departmental Requirements | 114.5 | II. Departmental Requirements | 114.5 |
| Music Theory: MUS 101, 102, 103, 201, 202, 203 18 Sight-Singing: MUS 151, 152, 153, 251, 252, 253 6 Computer Applications: MUS 465 3 Form & Analysis: MUS 342 3 Music History: MUS 311, 312, 313 9 Large Ensemble 11 Applied Music 22 Keyboard: MUS 155, 156, 157, 255, 256, 257, 355, 356, 357 9 Elementary Music Education: MUS 328 3 Vocal Pedagogy: MUS 441, 442 2 Basic Conducting: MUS 335 2 Choral Conducting: MUS 339, 340, 341 6 Choral Music Education: MUS 327, 329, 330 6 Elementary Woodwind Methods: MUS 229 1 Elementary Brass Methods: MUS 226 1 String Methods: MUS 215 1 Or Percussion Methods: MUS 231 Or Guitar Class: MUS 131 French Diction: MUS 261 2 German Diction: MUS 262 2 Improving Reading through the Music Content Area: MUS 430 4.5 Electives 3 | | Music Theory: MUS 101, 102, 103, 201, 202, 203 18 Sight-Singing: MUS 151, 152, 153, 251, 252, 253 6 Computer Applications: MUS 465 3 Form & Analysis: MUS 342 3 Music History: MUS 311, 312, 313 9 Large Ensemble 11 Applied Music 22 Keyboard: MUS 155, 156, 157, 255, 256, 257, 355, 356, 357 9 Elementary Music Education: MUS 328 3 Vocal Pedagogy: MUS 441, 442 2 Basic Conducting: MUS 335 2 Choral Conducting: MUS 339, 340, 341 6 Choral Music Education: MUS 327, 329, 330 6 Elementary Woodwind Methods: MUS 229 1 Elementary Brass Methods: MUS 226 1 String Methods: MUS 215 1 Or Percussion Methods: MUS 231 Or Guitar Class: MUS 131 French Diction: MUS 261 2 German Diction: MUS 262 2 Improving Reading through the Music Content Area: MUS 430 4.5 Electives 3 | |
| III. Related Requirements Professional Education | 29-31 | III. Related Requirements Professional Education | 29-31 |
| Practicum I: ED 221 1 Practicum II: ED 223 1 Schooling in a Pluralistic Society: ED 301 5 Introduction to Educational Psychology: ED 303 5 Student Teaching Multi-Age: ED 429 10-12 The Teacher in School and Society: ED 440 3 Learning Differences: EDS 333 4 | | Practicum I: ED 221 1 Practicum II: ED 223 1 Introduction to Educational Psychology: ED 303 5 Student Teaching Multi-Age: ED 429 10-12 The Teacher in School and Society: ED 440 3 Learning Differences: EDS 333 4 Intro to Music Ed: MUS 199 2 Teaching Music in a Pluralistic Society: MUS 401 3 | |
| IV. Foreign Language and Research Methods | | IV. Foreign Language and Research Methods | |
| V. Electives | | V. Electives | |
| TOTAL | 199.5-201.5 | TOTAL | 199.5-201.5 |

Notes: The only changes are in "Professional Education" where two new classes (MUS 199, MUS 401) are replacing ED 301

Approved: Curriculum Committee Date: _____
UCAPC
Faculty Senate

College of Liberal Arts
Program Requirements Change

Department: ENGLISH LANGUAGE AND LITERATURES

Major Program: English, TESOL Emphasis

Minor Program: _____

Certificate Program: _____

| CURRENT | Hours | NEW | Hours |
|---|-------------------------|---|----------------------------------|
| I. General Education | 56 | I. General Education | 56 |
| II. Departmental Requirements | | II. Departmental Requirements | |
| English Core Requirements ENG 300, 301 ENG 351, 352, 353 or 354 (one course); ENG 355, 356 or 357 (one course); and one other course from the ENG 351 through 359 group Two of the following courses: ENG 410, 420, 430, 440, 450, 460, 470, 480 One course in linguistics: ENG 478 | 32 8 12 8 4 | English Core Requirements ENG 300, 301 ENG 351, 352, 353 or 354 (one course) ENG 355, 356 or 357 (one course) one other course from the ENG 351 through 359 grp Two of the following courses: ENG 410, 420, 430, 440, 450, 460, 470, 480 One course in linguistics: ENG 478 | 32 8 4 4 4 8 4 |
| TESOL Requirements ENG 481, 482, 483, 484, 487 ENG 479 or 485 | 24 20 4 | TESOL Requirements <i>ENG 481, 482, 487</i> <i>ENG 483, 484, AND EITHER 479 OR 488</i> <i>OR</i> <i>ENG 474, 475, AND 477</i> | 24 12 12 |
| III. Related Requirements | 4 | III. Related Requirements | 4 |
| ED 458 or ED 460 | 4 | ED 458 or ED 460 | 4 |
| IV. Foreign Language and Research Methods | 32 | IV. Foreign Language and Research Methods | 32 |
| V. Electives | 44 | V. Electives | 44 |
| TOTAL | 192 | TOTAL | 192 |

Notes:

approved: Curriculum Committee
UCAPC
Faculty Senate

Date: _____

Minutes of the University General Education Committee
February 22, 2006

Chair Susan Carrafiello called the meeting to order at 3:30 in 238 Millett Hall. Attending were Dan Ketcha, Mindy Diesslin, Jeanne Fraker, Dave Reynolds, Mary Kenton, Carol Endres, and guest, Joyce Howes. The minutes of the February 3 meeting were approved.

Joyce Howes was present to answer any questions about the changes in the General Chemistry sequence. The changes were approved as submitted and clarified.

The committee approved the following statement with regard to the application of Advanced Placement (AP) credit:

Students who score at or above designated minimums on Advanced Placement (AP) examinations will be granted credit applied to degree requirements using the same guidelines which govern the application of transfer credit.

The committee further recommends that UCAP review the policies and practices of regarding the Advanced Placement Program and the International Baccalaureate Program at Wright State University with the goal of generating a written statement for public distribution.

The committee approved the request from Engineering and Computer Science to remove EGR 190 as an approved college component course and replace it with any COLA Area VI for Computer Science majors only.

After having a chance to review the Area I Writing Assessment Report, members offered several comments. First, it was a good report—thorough and straightforward, though sobering. The members look forward to seeing the Plan for Improvement. The members also received the Area I: Mathematics and Statistics Assessment Report. It too was sobering. The report may need to be reformatted for final submission.

The meeting adjourned at 4:15. No new meeting date was scheduled. The chair will contact members if new business necessitates additional meetings.

**Wright State University Academic Policy
Advanced Placement (AP)**

Students who score at or above designated minimums on Advanced Placement (AP) examinations will be granted credit applied to degree requirements using the same guidelines which govern the application of transfer credit. Individual academic departments determine acceptable minimum scores and the courses for which credit will be granted.

Current scores, courses and credits are as follows:

| Subject Area | Score* | Credit** | Course Equivalent |
|-----------------------|---------------|-----------------|---|
| American History | 3 | 8 | HST 211, 212 - American Civilization (Substitute for HST 103 - 4 hours) |
| Art-History | 3 | 8 | ART 211, 212 - Art History |
| Biology | 3 | 8 | BIO 115 - Diversity and Ecology BIO 112 - Cell Biology and Genetics |
| Calculus (AB) | 3 | 5 | MTH 229 – Calculus I |
| Calculus (BC) | 3 | 10 | MTH 229, 230 - Calculus I & II |
| Chemistry | 3 | 10 | CHM 121 – Submicroscopic Chemistry CHM 122 – Macroscopic Chemistry |
| Computer Science (A) | 3 | 4 | CS 141- Computer Programming I |
| Computer Science (AB) | 4 | 8 | CS 141, 142- Computer Programming I & II |
| Economics | 4 | 8 | EC 204- Principles of Microeconomics EC 205 – Principles of Macroeconomics |
| English | 3 | 4 | ENG 101 – Academic Writing and Reading |
| | 4 | 8 | ENG 101 - Academic Writing and Reading ENG 102 - Writing in Academic Discourse |
| French | 3 | 12 | FR 101, 102, 103- First Year French |
| | 4 or 5 | 20 | FR 101, 102, 103, 201,202 - First and Second Year French |
| German | 3 | 12 | GER 101, 102, 103 - First Year German |
| | 4 or 5 | 20 | GER 101, 102, 103, 201, 202 - First and Second Year German |
| European History | 3 | 4 | HST 103 – Modern Europe |
| Latin | 3 | 8 | LAT 353 - Readings in Roman Epic LAT 355 – Readings in Roman Poetry |
| Music Theory | 4 | 4 | MUS 101 & 151-Theory of Music |
| Physics (B) | 3 | 5 | PHY 111, 101 - Principles of Physics and Physics Lab |
| Physics (C) | 3 | 5 | PHY 240, 200 - General Physics and Physics Lab |

| | | | |
|-------------------|--------|----|--|
| Political Science | 3 | 4 | PLS 212 - American National Government. |
| Psychology | 4 | 8 | PSY 105 – Psychology: The Science of Behavior Psychology 110 - Psychology: Science and Practice |
| Spanish | 3 | 12 | SPN 101, 102, 103 - First Year Spanish |
| | 4 or 5 | 20 | SPN 101, 102, 103, 201,202 - First and Second Year Spanish |
| Statistics | 3 | 4 | STT 264 – Elementary Statistics I or STT 160 – Statistical Concepts |

? Scale of Advanced Placement: low of (1) to a high of (5)

** Wright State University quarter credit hours

Approved: Undergraduate Curriculum and Academic Policy Committee, May 18, 2006.

Approved: Faculty Senate, June 5, 2006

Approved: Provost, July 25, 2006

May 5, 2006

To: Tom Sav, Chair, University Curriculum and Academic Policy Committee
Deans Bernhardt, Curry-Jackson, Farmer, Howard, Jang, Martin, Part,
Rudisill, Taylor, and Wheatly
Joyce Hail, Interim University Registrar

From: Joe Law, Assistant Vice President for Articulation and Transfer

Subject: Application of Credit within the Ohio Transfer Module

Earlier this year, when I brought forward to UCAPC the new Ohio Board of Regents policy regarding the transfer of the D grade, I overlooked one of the provisions outlined in the August 12, 2005, memo from Paula Compton, Director, Articulation and Transfer, Ohio Board of Regents. In addition to introducing the new policy regarding the D grade, that memo also included the following provision:

Approved courses that are part of the Ohio Transfer Module will be guaranteed transfer among public institutions of higher education, on a course-by-course basis. Students will be able to get credit for successfully completed courses from the Ohio Transfer Module without completing the entire module.

To bring Wright State University into compliance with this Ohio Board of Regents policy, I submit for UCAPC approval a paragraph to be inserted into the existing policy as shown in the enclosed document. The new text (the fourth paragraph) appears in bold. The policy appears on page 36 of the current undergraduate catalog.

Please let me know if I may provide any additional information concerning this change of policy.

Enclosure: Amended statement of transfer policy

Transfer to an Ohio Public College or University

The Ohio Board of Regents, following the directive of the Ohio General Assembly, developed a statewide policy to facilitate students' ability to transfer credits from one Ohio public college or university to another, and avoid duplication of course requirements. Since independent colleges and universities in Ohio may or may not be participating in the transfer policy, students interested in transferring to an independent institution are encouraged to check with the college or university of their choice regarding transfer agreements.

The Ohio Board of Regents' Transfer and Articulation Policy established the Transfer Module, which is a subset or entire set of a college or university's general education program. The Transfer Module consists of 54 to 60 quarter hours (or 36 to 40 semester hours) of courses in the following areas: English and oral communication, mathematics, arts and humanities, social and behavioral sciences, natural and physical sciences, and interdisciplinary study.

The Transfer Module completed at one college or university will automatically meet the requirements of the Transfer Module at another college or university. Students may be required, however, to meet additional general education requirements at the institution to which they transfer.

[Students will receive credit for successfully completed courses from the Ohio Transfer Module without completing the entire module. Effective Fall 2005, Wright State University will accept, as applicable to Wright State's Transfer Module within the same areas and following Ohio Board of Regents Transfer Module distribution guidelines, all approved Ohio Transfer Module courses with grades of D or better from other Ohio institutions. Transfer students are subject to all Wright State requirements, including prerequisites for advanced courses and minimum course grades and GPAs, for entrance to particular majors and programs. Transfer students who must repeat courses to meet these requirements will follow the same rules for repeating courses as students who begin at Wright State \(see "Scholastic Policies"\).](#)

Since many degree programs require specific courses that may be taken as a part of the general education or Transfer Module program at an institution, students are encouraged to meet early in their academic career with an academic advisor at the institution to which they plan to transfer. For example, students who will be majoring in any of the majors in the Raj Soin College of Business and Administration at Wright State University should take business calculus rather than another math course listed as a part of the Transfer Module. Because of specific major requirements such as these, early identification of a student's intended major is encouraged. Advisors at the institution to which a student wishes to transfer should be consulted regarding Transfer Module and general education courses and any specific program requirements that can be completed before transfer.

[Approved: Undergraduate Curriculum and Academic Policy Committee, May 18, 2006.](#)

[Approved: Faculty Senate, June 5, 2006.](#)

[Approved: Provost, July 25, 2006.](#)