

Wright State University

CORE Scholar

Undergraduate Curriculum and Academic Policy Undergraduate Curriculum and Academic Policy
Committee Minutes Committee

5-18-2007

Undergraduate Curriculum and Academic Policy Committee Minutes, May 18, 2007

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



Part of the [Educational Leadership Commons](#)

Repository Citation

(2007). Undergraduate Curriculum and Academic Policy Committee Minutes, May 18, 2007. .
https://corescholar.libraries.wright.edu/archives_ucapc_minutes/95

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

Undergraduate Curriculum and Academic Policy Committee

Minutes of May 18, 2007 Meeting

Present: Jean Edwards (for Susan Carrafiello), Candace Cherrington, Jeanne Fraker, Roger Fulk, Qingbo Huang, Nathan Klingbeil, Joe Law, Tom Sav, David Seitz, Carol Wagner-Williams.

Jointly Meeting with Student Affairs Committee: Maher Amer (Chair, Student Affairs Committee), Larry Weinstein, Amanda Thompson (Student Government, Director of Student Affairs).

Jointly Meeting with Student Government: Ed Gemin (Vice President), Shean Graves (Director of Academic Affairs), Amanda Thompson (also Student Affairs Committee above).

Guests: Carol Holdcraft (CONH)

Approved Minutes of April 20, 2007.

UCAPC Subcommittee Reports

Writing Across the Curriculum Committee (WAC) -- Joe Law, Chair, reported per his WAC Newsletter that Toby Fulwiler, Emeritus Professor of English, will join WSU to help celebrate 10+ years of WAC at WSU. Toby will be conducting a two-part workshop on May 23 and May 24 in the Berry Room in the Nutter Center (lunch is provided for participants both days). To take part in the workshop contact Tamarus Stokes at 775-3740 or tamarus.stokes@wright.edu.

University General Education Committee (UGEC) -- Jean Edwards, Coordinator of General Education (for Susan Carrafiello, Chair), reported on the committee's activities per the UGEC meeting of April 2 as follows
[UGEC Minutes, April 2, 2007](#)

Undergraduate Academic Program Review Committee (UAPRC) -- Rudy Fichtenbaum, Chair, reported (via Tom Sav) that the committee is continuing to meet to review academic programs scheduled for this year and hopes to complete all scheduled reviews before the end of the Spring Quarter. Some programs reviewed to date needed additional work, editing, and/or modification. All programs reviewed this year will be posted on the UAPRC website upon receipt of such by the committee.

Course Inventory and Modification Requests

COLA

Approved Inventories: URS 401 (one-time offering)

Program Changes

CONH

While the committee was supportive of the proposal it could not approve it until the proposed General Education changes including specific Course Inventory proposals were created and submitted for review and approval by UGEC for review by UCAPC and for forwarding to the Faculty Senate for review and approval. It was the committee's hope that such could be developed, submitted, and processed for

committee reviews and approvals for submission to the Faculty Senate at its October 2007 meeting.

B.S. Nursing

New Programs

LC

Approved

A.S. Earth and Environmental Sciences

B.A. Liberal Studies

Academic Policy

Grading System Policy: Plus-Minus Letter Grading System

Proposed by Student Affairs Committee (April 2 Faculty Senate Meeting).

Recommitted by the Faculty Senate (May 7 Meeting) to both UCAPC & Student Affairs Committee.

Per the request of the Faculty President there was a joint meeting of both committees at this session.

The UCAPC chair presented a brief history of events leading to the proposal through the Student Affairs Committee up through and including the Faculty Senate meetings and discussion therein at both the April 2 and May 7 meetings, including the April 20 meeting of UCAPC wherein the committee unanimously voted to reject any move to a plus-minus grading system. Per the Faculty Senate Meeting of May 7 it was reported that at a CONH Faculty Meeting, 36 out of 40 (90%) CONH faculty were against a plus-minus grading system. At the present UCAPC meeting it was reported that at a CECS Faculty Meeting the faculty were overwhelming against a plus-minus grading system (it was confirmed that on the order of 80% or more were against). In addition, at the present meeting, the Student Government (officers in attendance as noted above) reported that at their meeting they voted against and were opposed to a plus-minus grading system. Upon such reporting, it became apparent that there was a breakdown in communication throughout the entire process of consideration of a plus-minus grading system among the Student Affairs Committee, Student Government, UCAPC, and Faculty Senate -- as was concluded this was unfortunate but given all the levels involved before the Faculty Senate it was understandable, especially given all took place within only a two month time frame,. After additional discussion, of the 15 in attendance at this joint committee meeting of UCAPC, Student Affairs Committee, and Student Government, there were "0 votes (1 abstention) in support of a plus-minus grading system".

Announcements

The chair gave a brief summary of the current status of moving to course enrollment prerequisite enforcement using Banner via a May report titled "University Systems Replacement, Situational Analysis Paper-Prerequisite Enforcement". Using the Winter 2007 enrollments as a TEST, it was reported that "out of 12,356 undergraduate students enrolled in winter term, 4078 (33%) had at least one course blocked due to prerequisite enforcement ...". It was also reported that "Of the 4078 students who had at least one course blocked due to prerequisite enforcement, 75% received grades of A or B ...". The full report is available as follows (note this pdf file is not the exact formatting of the original word.doc file -- e.g., where "bullets" were to appear there may be instead a "?", and other differences, etc.)

Prerequisite Enforcement

Adjourned for the 2006-07 Academic Year: Fall 2007-08 Fall Quarter Meetings and other Schedules as follows:

UCAPC Meeting	UCAPC Submission Deadline	Faculty Senate Meeting	Faculty Senate Meeting
----------------------	----------------------------------	-------------------------------	-------------------------------

	(No Exceptions: receipt after forwards to the next meeting)	New Business	Old Business
Current Meeting May 18		June 4	October 1
September TBA	September 7, 12:00 Noon	October 1	November 5

[UCAPC HOME](#)

University General Education Committee Meeting, April 2, 2007, 4:00 p.m.

Members present: Rich Bullock (CoLA), Carole Endres (RSCoB), Jean Edwards (CoSM), David Reynolds (CECS), Jeanne Fraker (UVC), and Susan Carrafiello (CoLA < Chair)

The minutes from the November 1, 2006 meeting were approved.

Susan distributed copies of a booklet from Dr. Howard entitled "Purposeful Pathways." This will be discussed at a future meeting.

Jean discussed GE assessment. She stated assessment coordinators for all areas have been named, including area VI. The GE Assessment Coordinators are: Area I Math – Mindy Diesslin; Area I Writing – Richard Bullock; Area II Cultural – Social Foundations – Bruce Laforse; Area III Human Behavior – Donna Schlagheck; Area IV – Human Expression – David Barr; Area V – Natural Sciences – Tim Wood; Area VI – CoLA – Sharon Nelson; Area VI – CoSM – Dan Voss; Area VI – RSCB – Dick Williams; Area VI – CoNH – Carol Holdcraft; Area VI – CEHS – Donna Hanby; Area VI – CECS – Blair Rowley and Lake Campus – Jim Steinberg.

Jean asked the committee for recommendations on the time line for assessment reports. The committee agreed to assess Spring 06, Fall 06 and Winter 07 with reports due by May 15, 2007. Jean will communicate this to the Assessment Coordinators.

Susan reported on the February workshop on GE assessment offered by the Higher Learning Commission of the NCA. The need for an action plan for GE assessment and strategies to educate the faculty was discussed. The idea of a "tool box" was suggested. It was decided to give this task to a sub-committee. Jean Edwards and Jeanne Fraker agreed to serve on this sub-committee. It was recommended the sub-committee invite a first year faculty member to serve on this committee.

The committee discussed the strategy for reviewing GE syllabi. It was agreed to sample the fall quarter instead of winter because fall quarter has more class offerings. It was agreed that Jean will request the syllabus for each course that has only one section; for courses with multiple sections we will sample 10% or 2 syllabi, whichever is greater. Jean will distribute syllabi to UGEC members with the review to be completed by the end of the academic year.

Meeting adjourned at 5:00 p.m.

I. Nature of Request

Title: Earth and Environmental Sciences – Associate of Science

Institution: Wright State University – Lake Campus

II. Program Purpose and Outcomes

This program will allow students in the Lake Campus's service area to pursue a variety of academic and professional objectives. The ASEES Degree (hereafter, the "Degree") is a standalone program in the mold of the associate of science degrees already offered in Biological Sciences and Chemistry, and it is likewise designed to provide students with a generalized background that may lead into any scientific field related to environmental sciences, including biology, chemistry, geology, oceanography, forestry, and agriculture. For those students interested in continuing their education at the main campus of Wright State University, the courses contained within the Degree will provide a sufficiently broad foundation for the pursuit of a Bachelor of Science degree in any of the above fields. By meeting the general education requirements for a two-year program, the Degree will also transfer seamlessly to other universities within the State of Ohio and permit the Degree-holding student to enter another institution qualified and prepared for third-year coursework toward a scientific baccalaureate degree.

III. Rationale and Need for the Program

For students geographically restricted to the Lake Campus service area, the Degree will provide the opportunity to earn a degree that is adaptable to the needs of individuals and local industry. Obviously beneficial to the student, this credentialing also will aid the service area in retention of an educated workforce.

In the Lake Campus mission statement, it is asserted that "As part of Wright State University, the Lake Campus will be the focal point for the educational and cultural advancement of the residents of West Central Ohio." This mission would be greatly advanced by local residents' justifiable perception of the Lake Campus as a venue for meaningful scientific study.

In particular, given the Campus's proximity to Grand Lake St. Marys, the implementation of the Degree will present an opportunity to incorporate the ecology of the lake into a permanent curriculum as never before. We expect that regular study of the Grand Lake's environmental characteristics and challenges will help to inform, sustain, and extend the conservation efforts of community groups and government agencies.

Geographically, the Lake Campus is, for many students in its five-county service area, the only practical or economical choice for pursuit of higher education. Two-year institutions in Piqua, Greenville, and Lima are within a reasonable driving distance only for those students at the borders of the service area, while four-year institutions in Bluffton, Ada, Dayton, and Bowling Green are between fifty and ninety miles from the campus.

Academic Control

The program offered at the Lake Campus will be controlled entirely by the Lake Campus. Where required or desired, we will take advantage of technologies that connect the Lake and main campuses, most notably interactive distance-learning classrooms and WebCT, to provide students on either campus with access to the courses required for the Degree. Additionally, the Lake Campus will regularly evaluate and, if necessary, update the Degree program in response to changes in course requirements for the bachelor's degrees for which it is intended to prepare students.

All coursework in the Degree program presently exists and meets the curriculum standards and expected outcomes as offered at our main campus in Dayton, thus providing a seamless articulation for those students wishing to continue their education towards a baccalaureate degree.

IV. Curriculum

The Associate Degree program in earth and environmental sciences surveys the natural and physical sciences in preparation for a career in a related field (e.g., biology, chemistry, geology, oceanography, forestry, or agriculture) or for coursework toward a Bachelor of Science degree in a related field.

A list of the courses by title, credit hours, and classification are included in the "Curriculum Summary Form, 402.08" attached to this proposal. Also attached is a term-by-term curriculum outline. All courses in the proposed program presently exist and are taught at the university.

V. Staffing Requirements

Because we already offer the Associate of Science degrees in Biological Sciences and Chemistry, the courses required for the Degree are already part of the Lake Campus's catalog and nearly all are presently being made available to students throughout the year. Thus, the qualifications of our present faculty members to meet the needs of this new degree program are indisputable. Moreover, the realization of a new associate degree will have the effect of more efficiently utilizing our faculty and physical resources at essentially no additional cost.

VI. Facilities and Support Services

Existing facilities presently exist for all science offerings. However, in fall of 2007, the Lake Campus will begin construction of an eight million dollar renovation and expansion project that will include new state-of-the-art science labs. Project funding has already been secured for their expansion.

VII. Financial Resources

Attached to this proposal is the "Financial Impact Statement," 402.09 of the OBR Operating Manual. Additional funding support for this program is also being procured through NSF and the ODNR.

Earth and Environmental Sciences
Associate of Science
Course Requirements for the Degree
(103.5-105.0 Total Hours)

Freshman Year

First Quarter (18.0):

BIO 111 (4.0):	Principles of Biology: Human Biology
CHM 121 (5.0):	Submicroscopic Chemistry
MTH 229 (5.0):	Calculus I
ENG 101 (4.0):	Academic Writing and Reading

Second Quarter (18.0):

BIO 112 (4.0):	Principles of Biology: Cell Biology and Genetics
CHM 122 (5.0):	Microscopic Chemistry
MTH 230 (5.0):	Calculus II
ENG 102 (4.0):	Writing in Academic Discourse

Third Quarter (18.0):

BIO 115 (4.0):	Principles of Biology: Diversity and Ecology
CHM 123 (5.0):	Reaction Dynamics
MTH 231 (5.0):	Calculus III
GE Elect (4.0):	General Education Course in Area II, III, or IV

Sophomore Year

Fourth Quarter (18.5):

BIO 231 (4.0):	Ecology
CHM 211 (6.0):	Organic Chemistry I
GL 251/252 (4.5):	Physical Geology and Geomorphology I
GE Elect (4.0):	General Education Course in Area II, III, or IV

Fifth Quarter (16.5-18.5):

GL 255/256 (4.5):	Historical Geology
GE Elect (4.0):	General Education Course in Area II, III, or IV
or	
CHM 212 (6.0):	Organic Chemistry II
ENG 333 (4.0):	Fundamentals of Technical Writing
GE Elect (4.0):	General Education Course in Area II, III, or IV

Sixth Quarter (17.0-18.0):

BIO 313 (5.0):	Biology of Lower Plants
or	
BIO 315 (5.0):	Biology of Invertebrates
or	
CHM 213/217 (6.0):	Organic Chemistry III
GE Elect (4.0):	General Education Course in Area II, III, or IV
GE Elect (4.0):	General Education Course in Area II, III, or IV
GE Elect (4.0):	General Education Course in Area II, III, or IV

Proposal for Offering the Bachelor of Arts in Liberal Studies at the Lake Campus

The faculty of the Wright State University – Lake Campus propose and have approved offering the baccalaureate program in Liberal Studies at the Lake Campus. What follows describes the rationale for offering the program, its description, control, staffing, and advising for the program. Proposed implementation of the program is also outlined.

I. Liberal Studies Program Description, Objectives, and Academic Control

This program will allow students in the Lake Campus' service area to reach a considerable range of academic and professional goals. For those already holding an associate degree in a broad spectrum of disciplines, it can be structured as a "two plus two" program. For those already in the work force and wishing to complete a baccalaureate degree, it will offer the flexibility of multiple concentrations (humanities, social sciences, and fine arts) and of a variety of required electives that can be matched to employee and employer needs. For those interested in pursuing graduate education, it can be tailored to the requirements of both liberal arts and professional programs. For those who are place-bound, it will provide the opportunity to earn a degree that is quite adaptable to individual interests and needs. The implementation of this program will assist the communities in the Lake Campus' service area in developing a more highly and flexibly educated workforce and in retaining educated residents. It will meet the needs of both new and continuing post-secondary students, as well as the needs of both traditional and non-traditional students. Regardless of concentration, students will be expected to demonstrate critical thinking skills, interdisciplinary perspectives, and an ability to adapt technical resources to the completion of projects that challenge their ingenuity as well as their aptitude.

The program offered at the Lake Campus will be identical to that offered at the Dayton Campus (with the limitation of a fewer number of courses within each of the specified areas). It will be offered through the College of Liberal Arts, which will retain complete control of the program, including any oversight and assessment that the Dean of the College of Liberal Arts deems necessary or advisable.

A model for departmental collaboration, advising, and graduation checks currently exists for other baccalaureate programs at the Lake Campus. The Organizational Leadership and the Early Childhood Education programs are both housed in the College of Education and Human Services (CEHS). Each program utilizes a variety of means to keep connections between the Lake and Dayton Campuses. Members from each department at the Lake Campus sit in on bi-

weekly or monthly department meetings, thus keeping apprised of all issues concerning the degree programs, requirements, and issues in the discipline. Additionally, members from the Lake Campus are invited to participate in curriculum development, collaboration on scholarly activities, and conference presentations. The advising between the campuses in these two programs has worked quite well in that preliminary advising is done at the Lake Campus, with the ultimate authority resting with the Dayton Campus. The use of the DARS program for advising has assisted in this process. The ultimate responsibility for senior checksheets and graduation requirements rests with the advisors in the CEHS. Advisors are just a phone call away in the case of any questions that may arise. We will develop a similar model for use with the Liberal Studies degree program. We recognize that there are critical advising issues that must be understood with this particular degree program. Therefore, we anticipate extensive training for a faculty adviser whose responsibility it will be to advise and guide students through this program.

II. Relationship of Liberal Studies Degree to Institutional Objectives

The Lake Campus' geographical location makes it atypical among the university regional campuses in Ohio. The closest public institutions are Edison State College, Rhodes State College, and Ohio State University at Lima—all traditionally two-year institutions. Edison State College is within reasonable driving distance of students only in Darke County at the southern end of the Lake Campus' service area. Rhodes State College and Ohio State University at Lima are within reasonable driving distance of students only in the northeast portion of the Lake Campus' service area, in Auglaize County. Students residing northern Darke and Shelby Counties and in Mercer, Van Wert, and Paulding Counties live and work nearer to the Lake Campus than to any other public institution. The closest public universities, Wright State University and Bowling Green State University, are sixty to eighty miles away from the communities than the Lake Campus serves. Moreover, the closest private universities, Bluffton University and Ohio Northern University are more than fifty miles away from the Lake Campus itself and even more distant from the majority of the students served by the Lake Campus. Given the recent volatility in the price of gasoline, as well as the increasing flexibility in time allocation demanded of the workforce, the convenience of attending the Lake Campus is clearly a major consideration for students and potential students in the communities that it serves.

A statistical profile of the educational levels reached by residents of those communities confirms the need for selective and flexible baccalaureate offerings at the Lake Campus. This need has been reflected in several formal community-needs assessments conducted over the past decade and in a variety of on-campus sessions with those in leadership positions with regional industries, commercial enterprises, financial institutions, school systems, and governmental agencies. All of these community leaders have been very aware of the region's

“educational deficit.” While Ohio lags somewhat behind the national average for adults holding baccalaureate degrees, the counties in the Lake Campus’ service area have averages only one-third to two-thirds of the state average. In Mercer County, where the Lake Campus is located, just over seven percent of adults hold baccalaureate degrees.

The Lake Campus is committed to continuing in its mission of offering certificate, associate, and pre-baccalaureate programs. But since the approval of the baccalaureate degree in Organizational Leadership about eight years ago, only one new program of any note has been initiated at the campus, an associates degree in graphic design. We believe that for the Lake Campus to meet the needs of the communities it serves, a considerably more aggressive, but thoroughly considered approach to program development is needed. Unlike many other institutions, we do not seem to be losing appreciable numbers of students to the outreach efforts of private universities or to for-profit higher educational institutions such as the University of Phoenix. But we are clearly not serving large numbers of potential students in our service area, who could become much greater assets to their communities and to their employers--and in attracting additional employers to their communities.

Moreover, Wright State University has made a public commitment to substantially increasing its overall enrollment. The Lake Campus not only offers considerable opportunities for much of that growth, it also offers opportunities for the other colleges within the university to share in its growth. In every respect, the intention of the administration and faculty at the Lake Campus is to complement, rather than compete with, the efforts of the other colleges within the university. Our discussions with the Program Coordinator for the Liberal Studies degree and the College of Liberal Arts have been extremely collegial, thorough, productive, and, to all indications, mutually satisfying. They suggest the ways in which the university’s investment in the Lake Campus might begin to offer fresh opportunities for growth and to pay dividends to the other colleges within the university, while ultimately serving the needs of our students and their communities more effectively.

III. Academic Planning and Staffing Qualifications

We are also very cognizant of the need to use our personnel and resources in an efficient and cost-effective manner. The Academic Affairs and Curriculum Committee of the Lake Campus Faculty Senate is engaged in intensive short- and long-term curricular planning. In addition to coordinating and reviewing new program development at all levels, the emphasis has been on adjusting existing programs to current needs, packaging existing offerings to meet student interests and needs, and adjusting course scheduling and course delivery methods to better accommodate a broader range of students. The two guiding principles underlying this activity have been to bring multiple groups of students into as

many courses as possible in order to insure maximum enrollment in those courses and to make full and efficient use of our faculty's expertise and their interdisciplinary flexibility. Because we already offer the Middle Childhood Education concentration in English, we are already offering a substantial number of courses that can be applied toward the Liberal Studies degree. And we see the Liberal Studies baccalaureate degree as a sort of cornerstone to future program development at all levels.

Over the past five years, approximately two-thirds of the tenure-track faculty at the Lake Campus have been replaced due to retirements. In the hiring process, a great deal of emphasis has been placed on improving the credentials of the faculty as a whole and on insuring that the faculty has as much flexibility as possible in delivering courses in their disciplines and interdisciplinary offerings. Whereas this was not the case in the past, almost all current faculty who teach in the traditional baccalaureate programs hold doctorates and have established substantial records of scholarship. They have demonstrated an ability to manage teaching loads and service activities typically associated with community colleges while producing scholarship of a quality and quantity more commonly associated with baccalaureate or even graduate institutions. As the attached vitas demonstrate, the faculty can be described as specialists with the interests and adaptability of generalists. That adaptability has insured that the curricular planning at the Lake Campus will be directed to meeting identified student needs, rather than being driven largely by faculty interests.

The Academic Affairs and Curriculum Committee of the Lake Campus Faculty Senate has reviewed the BA in Liberal Studies, focusing on the student needs that it will meet, the ways in which the elements of the program might be delivered at the Lake Campus, and the ways in which our current faculty expansion might enhance the delivery of the program. On September 6, 2006, the committee voted unanimously to recommend that the program proposal be forwarded for approval to the Lake Campus Faculty Senate. At its meeting on September 13, 2006, the Lake Campus Faculty Senate also voted unanimously to forward the program proposal to the University Curriculum Committee.

The Lake Campus proposal to offer the BA in English was recently passed at the College of Liberal Arts Curriculum Committee (February 2007), and has been forwarded to the University's Undergraduate Curriculum and Academic Policy Committee. Since many of the concentration courses will rely on those offered for that degree program, it is the opportune time to forward this proposal for approval. We ask that you give it your utmost consideration and allow us the opportunity to expand options for students in the Lake Campus service area.

B.A. IN LIBERAL STUDIES

Proposed Staffing at the Lake Campus November 15, 2006

Summary of Liberal Studies Degree Requirements

WSU General Education	56 Hrs.
College of Liberal Arts:	
Foreign Language.....	20 Hrs.
Research Methods.....	12 Hrs.
Major	60 Hrs.
Related Requirements:	
Professional Component.....	12 Hrs.
Interdisciplinary Studies.....	8 Hrs.
Electives	<u>24 Hrs.</u>
TOTAL.....	192 Hrs.

Major:

1. **Core (24 hours):** Eight hours in each of the three Liberal Arts College constituencies: Humanities, Fine Arts, and Social Sciences. In general, the fine arts area include courses offered by the Departments of Art and Art History, Music, and Theatre Arts. The humanities area consist of Classical Humanities, Communication, English Language and Literatures, History (which can also be classified as a social science), Modern Languages, Philosophy, and Religion. The social science departments are Economics, Political Science, Social Work, Sociology and Anthropology and Urban Affairs and Geography. Courses taken to meet general education requirements may not count toward core requirements.

2. **Concentration (36 hours):** These are *upper division* courses from within one of the three constituencies. (Concentrations involving courses in more than one constituency must be approved by petition to the Liberal Studies Program.) Two of these courses must be writing intensive. These 36 hours may constitute a minor (or equivalent) within a single area over several disciplines within the constituency. (At this point, the student's academic advisor should be from a department within the constituency or in the department offering the minor being sought.)

The following courses are (or will be) available at the Lake Campus:

Humanities

Fine Arts

Social Sciences

<p>Communication 101, 104, 152, 203, 256, 232, 340, 343, 443, 453 (McNutt, Adjuncts)</p> <p>English* See English course list for specific courses (Kich, Levy, Schwartz, Wilson)</p> <p>History 101, 102, 103, 211, 212 (Awaiting approval for Upper division) (Daniel, Adjuncts)</p> <p>Religion 214 (Adjunct)</p>	<p>Art 214 (Adjunct)</p> <p>Music 214, 290 (Adjunct)</p>	<p>Economics 200, 204, 205, 310 (Cavanaugh)</p> <p>Geography 201, 202, 203 (Adjunct)</p> <p>History 101, 102, 103, 211, 212 (Awaiting approval for Upper division) (Daniel, Adjuncts)</p> <p>Political Science 200 (Adjunct)</p> <p>Social Work 270, 271, 272 (Steinberg, Brun – Distance from Dayton)</p> <p>Sociology 200, 221, 320, 330, 332, 350, 360, 399, 442 (Steinberg)</p> <p>Urban Affairs 423, 424, 450, 470, 475 (Adjuncts)</p>
---	--	--

* Students will focus concentration in English until we expand offerings in the Social Sciences.

3. Related Hours:

Professional Component (12 hours): These are courses which will enhance the student's chances for employment or career advancement, such as courses in business, communications, computer science, education, public administration, etc. These will be proposed by the student and approved by the program director.

<p>Communications (See above)</p> <p>Computer Science 205, 206, 207 (Fulk, Laman)</p>	<p>Management Law 300 Mgt 304, 321, 485 (Palmer, Adjuncts)</p> <p>Management Info. Systems 300 (Adjunct)</p>	<p>Psychology 110, 200, 211, 304, 311, 341 (Hockstein)</p> <p>Organizational Leadership 301, 302, 303, 304 (McNutt, Adjuncts)</p>
---	--	--

Interdisciplinary Studies (8 hours): These are courses that transcend a single field of study. Examples include approved courses in African and African American Studies, International Studies, Women's Studies, and others selected from a list of courses approved by the program director.

<p>Will seek approval: International Studies (TBA)</p>	<p>Will seek approval: Women's Studies (Levy)</p>
---	--

4. Electives (24 hours): Courses selected by the student. These should include any needed prerequisites for courses in the core, concentration, or related hours.

April 10, 2007

The Liberal Studies Committee has reviewed the proposal to offer the Liberal Studies program at Lake Campus and we endorse it. Dean McNitt has responded to our concerns, and based upon her responses we feel Lake Campus can move ahead.

We know that initially options for the concentration will be limited to English/Humanities and that the Ph.D. faculty at Lake would be as qualified as those on the Dayton Campus. Finally, there will be enough upper division offerings to meet the sixty hour requirement in the College of Liberal Arts.

Finally, we trust that the University will commit itself to providing the resources to enable the program to grow and expand the available choices for concentrations and coursework.

We are happy to see that the students served by Lake Campus will have the opportunity to earn a B.A. degree without long commutes to the Dayton Campus or to other universities.

Mark Sirkin

Director, Liberal Studies

Date: May 8, 2007

To: Dr. Sharon H. Nelson, Associate Dean

From: Jung-Soo Yi, Curriculum Committee Chair

Subject: Proposal for offering B.A. program in Liberal Studies at the Lake Campus

After much consideration and discussion, the CoLA Curriculum Committee decided to support the proposal for a B.A. program in Liberal Studies at the Lake Campus. This proposal has been approved by the faculty at the Lake Campus and the Curriculum Committee members at the main campus believe this program will provide a considerable range of academic challenges for students at the Lake Campus.

The justification of the program proposal is reasonable and samples of a four-year plan for the Liberal Studies Curriculum are well designed. The CoLA Curriculum Committee voted unanimously to support the proposal.

In August 2006 a Situational Analysis Paper (SAP) on Prerequisite Enforcement was distributed to faculty leadership and the Executive Steering Committee (ESC) for review. In that paper a number of issues related to prerequisite enforcement were identified. It was recommended that we delay implementation until the Summer 2007 term. Concerns about gaps in service and staffing were noted as well as the need to implement a communication campaign. At the time the SAP was written, we were about to conclude our first Banner term, Summer 2006, and had no specific data to predict the likely impact of prerequisite enforcement on students and the colleges.

Since then, we used Winter 2007 enrollment to assess the impact of blocking registration for students who lacked one or more prerequisites. This testing identified the number of students and course sections affected by activating prerequisite enforcement.

Out of **12,356 undergraduate students** enrolled in winter term, **4078 students** (33%) had at least one course blocked due to prerequisite enforcement (many students had multiple courses blocked due to prerequisite enforcement).

Out of **3717 graduate students** enrolled in winter term, **673 students** (18%) had at least one course blocked due to prerequisite enforcement (many students had multiple courses blocked due to prerequisite enforcement).

We also analyzed the specific reason for the registration block for a random sample population. No distinction was made between undergraduate and graduate students in the sampling. The details are listed below:

Appropriate prerequisite enforcement – 57%

A total of 57% of registration attempts were blocked *appropriately* as students did not meet the stated prerequisites and should not have been able to take the course. Of this group, 6% were due to dropping the prerequisite in a previous term; 4% met only part of the prerequisite; 3% attempted to take the prerequisite concurrently; 1% did not earn a grade of “C” or better when required and 43% simply did not have the prerequisite.

Prerequisite not fully defined in Banner – 24%

Curricular changes generate new prerequisites, yet legacy prerequisites must remain in Banner so that continuing students will clear the prerequisite check. For example, COM 432 is a new course and has COM 104, also a new course, as a prerequisite. No students would have completed 104 as both courses were offered for the first time during the same quarter. Previous prerequisites of COM 102 and 141, even though no longer offered, must also be listed in Banner for students to be cleared for COM 432. Further, if a student has completed only COM 102 or only COM 141, then they must also complete COM 104 to satisfy the COM 432 prerequisite.

Transfer students – 14%

Transfer students may be blocked from course registration even if they have completed prerequisite equivalents because: 1) transfer coursework has not yet been posted in DARS; or, 2) coursework did not articulate to a Wright State course and the exception is not yet posted in DARS. Departmental and college advisors review and enter these exceptions into DARS. Currently, without prerequisite enforcement, advisors typically recommend that first-quarter transfer students avoid taking courses that may be duplicates, to avoid enrollment in courses that may be approved as exceptions upon formal evaluation. This process does not require immediate posting of exceptions in DARS. Once prerequisite enforcement goes into effect, the need to post exceptions in DARS will be required for transfer students to be able to register for courses for which they have completed the prerequisite.

There were 1047 new transfer students in Fall 2006; 367 in Winter 2007, and 351 for Spring 2007 for a total of 1765 new transfer students during the 2006-07 academic year. Advisor processing of exceptions in Banner to meet prerequisite registration blocks would be a significant increase in work load and quality of student services, particularly at the start of the quarter. New transfer students would likely be blocked from any course with a prerequisite, which would require the instructor or departmental representative to enter an override in WINGS Express, or to sign a permission form, thus forcing the student to register in person at the Registrar's Office.

Note: Coursework from international institutions would require a disproportionate number of exceptions as these courses probably would not be articulated to specific Wright State courses.

Other – 5%

International exchange students and graduate students taking undergraduate courses will have similar issues as prior course work may not be articulated to Wright State courses and it would be difficult to post the exception in DARS prior to registration. Some errors were due to Advanced Placement credit not being recognized. Further testing is needed to fully analyze the capability to apply this credit to clear the prerequisite check.

Impact on Graduate Students

No undergraduate coursework is posted for graduate students who earned degrees from other institutions. DARS is not used at the graduate level. The only mechanism to remove prerequisite holds for graduate students is for the advisor or instructor to enter a prerequisite override in WINGS Express or register in person as described above.

Impact on Students Pursuing Second Degrees

Previous degree course credit for students pursuing a second bachelor's degree are posted as a block of credit and are therefore not identified individually in DARS. Individual overrides would also be required for this group of students as equivalent courses can not be identified if the

previous degree was not earned at Wright State. To verify completion of appropriate prerequisite courses, the advisor must review the student's scanned undergraduate transcript in the electronic WebXtender file.

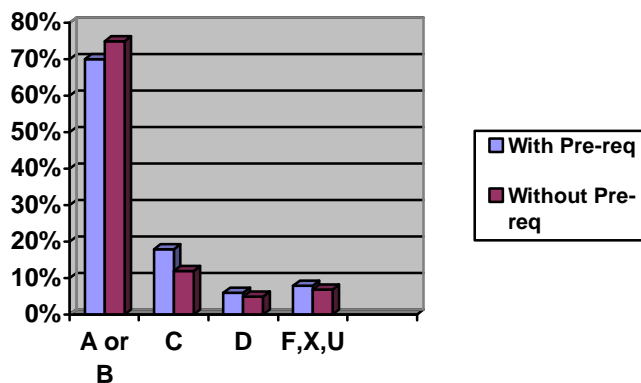
Comparison of Grades Achieved by Students Lacking Prerequisites/Meeting Prerequisites

Undergraduate

Of the 4078 undergraduate students who had at least one course blocked due to prerequisite enforcement, 75% received grades of A or B; 12% earned a grade of C; 5% earned a grade of D; and 8% received a failing grade of F, X, or U.

Of undergraduates students meeting prerequisites, 70% received grades of A or B; 18% earned a grade of C; 6% received a grade of D; and 6% received a failing grade of F, X or U.

Note that of students meeting the prerequisite, 12% received a grade below a C compared to 13% of students not meeting prerequisites. Students not meeting prerequisites had a higher percentage of grades above C when compared to students meeting the prerequisites (5% difference).

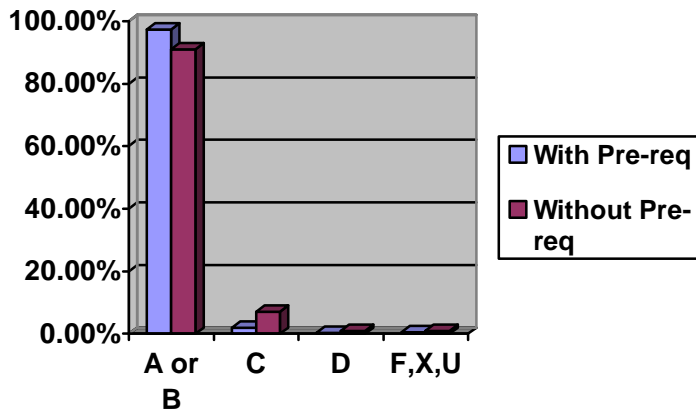


Graduate

Of the 673 graduate students who had at least one course blocked due to prerequisite enforcement, 91% earned grades of A or B; 7% earned a grade of C; 1% earned a grade of D; and less than 1% received a failing grade of F, X, or U.

Of graduate students meeting prerequisites, 97.3% earned grades of A or B; 2% earned a grade of C; 0.3% earned a grade of D; and 0.5% earned a failing grade of F, X or U.

Meeting course prerequisites appears to have a greater impact at the graduate level with 6% more students receiving grades of A or B and 5% fewer students receiving a grade of C if they satisfy course prerequisites.



Note: The above results were not analyzed by college and/or department, Individual college or department results could vary substantially from the above summary data.

Recommendations

Another Round of Department/College review of prerequisites. Based upon the above outcomes of prerequisite enforcement testing, it is recommended that departments have another opportunity to review the course prerequisites they submitted last Fall. Given the impact on the registration process and operations at the department level, some departments may wish to reconsider course prerequisites. In addition, the Registrar's Office has been receiving feedback from some departments indicating they wish re-evaluate earlier prerequisite decisions.

Roll-out prerequisite checking gradually. It is recommended that one or more departments participate in a prerequisite enforcement pilot, for the Fall 2008 term (a couple department have already volunteered). Many Banner institutions have found this gradual roll-out process beneficial to help identify and resolve implementation issues. This would allow a more controlled communication campaign, informing students and the academic community of the upcoming changes.

Prerequisite Overview

Course restrictions currently in use:

- ? Major restriction
- ? Classification restriction (freshman, sophomore, etc.)
- ? College restriction
- ? Department approval required
- ? Instructor approval required
- ? Level restriction (undergraduate, graduate)
- ? Closed class restriction
- ? Degree restriction (must be in a specific degree program, ex: BS, BA, BSB)
- ? Program restriction (must be in a specific program of a degree or 'intending' Pre-major)
- ? Campus restriction (not currently in use)
- ? Co-requisite restriction (primarily used for writing intensive and labs)

Hard prerequisites that can be managed by Banner:

- ? specific courses required
- ? grade of at least "C" in a specific course
- ? multiple courses
- ? in-progress courses
- ? course "x" or "y"
- ? pre- or co-req (prerequisites with concurrency)
- ? transfer courses in articulation tables
- ? transfer courses posted as exceptions in DARS
- ? math placement level scores

Soft prerequisites that cannot be managed by Banner:

- ? transfer coursework not articulated
- ? transfer coursework not yet posted with accurate course coding in DARS
- ? descriptions such as "one year of introductory biology" or "three courses in the major program" (Could be listed as 'recommended' or 'strongly encouraged' in the catalogue.)