

Wright State University

## CORE Scholar

---

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

---

5-13-2009

### Undergraduate Curriculum and Academic Policy Committee Minutes, May 13, 2009

Follow this and additional works at: [https://corescholar.libraries.wright.edu/archives\\_ucapc\\_minutes](https://corescholar.libraries.wright.edu/archives_ucapc_minutes)



Part of the [Educational Leadership Commons](#)

---

#### Repository Citation

(2009). Undergraduate Curriculum and Academic Policy Committee Minutes, May 13, 2009. .  
[https://corescholar.libraries.wright.edu/archives\\_ucapc\\_minutes/111](https://corescholar.libraries.wright.edu/archives_ucapc_minutes/111)

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](mailto:library-corescholar@wright.edu).

# Undergraduate Curriculum and Academic Policy Committee

---

## Minutes of May 13, 2009 Meeting

**Present:** Daniel Bombick, Candace Cherrington, Michel Coconis, Jackie Collier, Jean Edwards, Jeanne Fraker, Martin Kich, Nathan Klingbeil, Richard Mercer, Tom Sav, Karen Wilhoit. Guests: Tony Ortiz, Mary Holland, Marian Hogue, Cathy Sayer.

**Approved Minutes** of April 15, 2009.

### UCAPC Subcommittee Reports

**Writing Across the Curriculum Committee (WAC)** -- Joe Law, Chair, was not able to attend but submitted the following report

[WAC Report](#)

**University General Education Committee (UGEC)** -- Jean Edwards, Chair, no report.

**Undergraduate Academic Program Review Committee (UAPRC)** -- Susan Carrafiello, Chair, no report.

### Course Inventory and Modification Requests

CECS

Approved Modifications: CEG 220, CEG 233

CEHS

Approved Modifications: ED 101, HPR 260

COLA

Approved Modifications: SPN 313

COSM

Approved Modifications: SST 160

LC

Approved Modifications: LE 110, LE 111, LE 112, LE 113, LE 114, LE 115

University Service Learning

Approved Inventories: SRV 200\*, SRV 400\*

\* The committee made several corrections to the proposals as agreed upon by the guest representative.

### Program Changes

CEHS

Approved

**B.S. Athletic Training Education\***

The committee noted arithmetical errors in the proposed degree credit hours and made necessary changes as agreed by the CEHS representatives.

**B.S. Early Childhood Education**

COLA

Approved

**B.A. Classical Humanities**

**B.A. Greek**

**B.A. Latin**

**New Programs**

COLA

Approved

**Minor in Russian Studies**

**Certificate in African American Experience in Education\***

\*The committee noted and changed EDT 310 to ED 310 in the proposal.

**Certificate in African American Studies and Gender Experiences in Medicine\***

\*The committee noted and deleted as necessary the NUR 414 course in the proposal.

Returned

Minor in Race and Gender in Economics\*

\*The committee returned the withdrawn proposal for additional work and discussion within and between departments.

LC

Approved

**Honors Program for Associate Degree**

University Service Learning

Approved

**Citizen Scholar Certificate**

**Adjourned for the 2008-09 Academic Year**

**Future schedules as follows:**

<b>UCAPC Meeting</b>	<b>UCAPC Submission Deadline (No Exceptions: receipt after forwards to the next meeting)</b>	<b>Faculty Senate Meeting New Business</b>	<b>Faculty Senate Meeting Old Business</b>
Current Meeting May 13		June 1	October 5
September TBA	TBA	October 5	November 2

## **WAC Report (May 13, 2009)**

The WAC Semesters Conversion Committee was officially appointed and given its charge on May 5. A major component of that charge is to re-evaluate the program and to develop the program best suited to our current needs. As a first step, we will set up a series of open forums to gather feedback from faculty and students concerning the current program. Because a recommendation must be made by November, these forums will be scheduled as quickly as possible—probably within the next three weeks. I urge all UCAPC members to take part and encourage others in their colleges and departments to take part as well.

The third annual WAC recognition event is taking place at the same time as the UCAPC meeting. This year the following students and faculty are being honored.

### **WAC Student Recognition 2009**

**Rizalea Aguilar**—nominated by Anne Russell, NUR 442 (Clinical Nursing 2)

**Amanda Arnold**—nominated by Jeffrey Bruce, COM 399/PLS399 (The Press and Politics)

**Lindsay Condron**—nominated by Nimisha Patel, ED 303 (Introduction to Educational Psychology)

**Tad Frei**—nominated by Noeleen McIlvenna, HST 470 (Revolutionary America)

**Lindsay Hummel**—nominated by Tawna Cooksey-James, NUR 323 (Nursing Care of Childbearing Families)

**Whitney Kaffenbarger**—nominated by Nimisha Patel, ED 303 (Introduction to Educational Psychology)

**Margaret Killian**—nominated by Anne Russell, NUR 442 (Clinical Nursing 2)

**Francoise Labrique-Walusis**—nominated by Anne Russell, NUR 442 (Clinical Nursing 2)

**Kristilyn Papin**—nominated by Nimisha Patel, ED 303 (Introduction to Educational Psychology)

**Hannah Manger**—nominated by Tawna Cooksey-James, NUR 323 (Nursing Care of Childbearing Families)

**Julia Schieltz**—nominated by Jeffrey Bruce, COM 399/PLS399 (The Press and Politics)

**Barbara Stahl**—nominated by Damaris Serrano, SPN 321 & SPN 322 (Advanced Composition I & II)

**Bruce Suchland**—nominated by Anne Russell, NUR 442 (Clinical Nursing 2)

### **WAC Faculty Recognition 2009**

**Jacqueline Bergdahl** (Sociology/Anthropology)

**Don Carlson** (Religion)

**Byron Crews** (English)

**Catherine Crowley** (English)

**Stephanie Dickey** (English)

**Rebecca Edwards** (Classics)

**Henry Limouze** (English)

**William Marshak** (Psychology)

**Noeleen McIlvenna** (History)

**Sean Pollock** (History)

**Damaris Serrano** (Modern Languages)

**Scott Watamaniuk** (Psychology)

**William Wood** (Finance)

**PROGRAM:**  
**Athletic Training Education Program**

Revised: #####

Current Program	
Requirements	Credit Hours
HED 230 - Personal Health	4
HED 231 - Community Health	4
HED 333 - Human Sexuality	4
HED 334 - Health Behavior	4
<b>HED 430 - Health Program Planning</b>	4
HPR 212 - Adapted Physical Education and Recreation	4
HPR 243 - Motor Development	4
HPR 245 - Checkpoint #1	1
HPR 345 - Checkpoint #2	1
HPR 353 - Biomechanics/Kinesiology	4
HPR 355 - Applied Exercise Physiology	4
HPR 362 - Nutrition for Fitness/Sport	3
HPR 445 - Checkpoint #3	2
ATR 261 - Basic Principles of Athletic Training	4
ATR 262 - Athletic Emergency Care	3
ATR 284 - Basic Skills in Athletic Training	3
ATR 285 - Rehabilitation Skills	3
ATR 286 - Emergency Management Skills	3
ATR 302 - Strength and Conditioning Skills	3
ATR 303 - Therapeutic Exercise	3
ATR 360 - Therapeutic Modalities in Athletic Training	3
ATR 361 - Assessment of Athletic Injuries	4
ATR 384 - Lower Body Assessment Skills	3
ATR 385 - Upper Body Assessment Skills	3
ATR 386 - Therapeutic Modalities Skills	3
ATR 460 - Advanced Athletic Training	4
ATR 461 - Organization and Administration of Athletic Training Program	4
ATR 482 - Pharmacology for Athletic Trainers	3
ATR 484 - Clinical and Surgical Rotation	3
ATR 485 - Advanced Rehabilitation Skills	3
ATR 486 - Medical Conditions in Athletic Training	3
ATR 487 - Athletic Training Internship	12
<b>ANT 201 - Anatomy I</b>	4
<b>ANT 202 - Anatomy II</b>	4
BIO 101 - Medical and Scientific Terminology	4
<b>BIO 105 - Introduction of Biology-Food</b>	4
<b>BIO 111 - Principles of Biology-Human Biology</b>	4
CHM 101 - Introduction to Chemistry	4.5
CHM 102 - Elementary Organic Chemistry	4.5
<b>P&amp;B 301 - Human Physiology I</b>	4
<b>P&amp;B 302 - Human Physiology II</b>	4
<b>Total</b>	<b>150</b>
General Education	56
<b>Total</b>	<b>206</b>

Proposed Program	
Requirements	Credit Hours
HED 230 - Personal Health	4
HED 231 - Community Health	4
HED 333 - Human Sexuality	4
HED 334 - Health Behavior	4
HPR 212 - Adapted Physical Education and Recreation	4
HPR 243 - Motor Development	4
HPR 245 - Checkpoint #1	1
HPR 345 - Checkpoint #2	1
HPR 353 - Biomechanics/Kinesiology	4
HPR 355 - Applied Exercise Physiology	4
HPR 445 - Checkpoint #3	2
HPR 362 - Nutrition for Fitness/Sport	3
ATR 261 - Basic Principles of Athletic Training	4
ATR 262 - Athletic Emergency Care	3
ATR 284 - Basic Skills in Athletic Training	3
ATR 285 - Rehabilitation Skills	3
ATR 286 - Emergency Management Skills	3
ATR 302 - Strength and Conditioning Skills	3
ATR 303 - Therapeutic Exercise	3
ATR 360 - Therapeutic Modalities in Athletic Training	3
ATR 361 - Assessment of Athletic Injuries	4
ATR 384 - Lower Body Assessment Skills	3
ATR 385 - Upper Body Assessment Skills	3
ATR 386 - Therapeutic Modalities Skills	3
ATR 460 - Advanced Athletic Training	4
ATR 461 - Organization and Administration of Athletic Training Program	4
ATR 482 - Pharmacology for Athletic Trainers	3
ATR 484 - Clinical and Surgical Rotation	3
ATR 485 - Advanced Rehabilitation Skills	3
ATR 486 - Medical Conditions in Athletic Training	3
ATR 487 - Athletic Training Internship	12
<b>ANT 310 - Anatomy and Physiology I</b>	5
<b>ANT 311 - Anatomy and Physiology II</b>	5
<b>ANT 312 - Anatomy and Physiology III</b>	5
BIO 101 - Medical and Scientific Terminology	4
CHM 101 - Introduction to Chemistry	4.5
CHM 102 - Elementary Organic Chemistry	4.5
<b>Total</b>	<b>137</b>
General Education	57
<b>Total</b>	<b>194</b>

1. Insert the name of the program being changed.
2. Change "revised" date.
3. Put classes directly across from each other.
4. Inserting blank lines under Current Program when adding a class.
5. Inserting "delete" under Proposed Program when deleting a class.
6. Indicate changes by bolding text.

**General Education**

Area I	
Eng 101 Academic Writing and Reading	4
Eng 102 Writing in Academic Discourse	4
<b>MTH 145 Mathematics and the Modern</b>	4
Area II	
Choice of 8 hrs from each category	8
Area III	
Psy 105 Psychology: The Science of Behavior	4
Choice 4 hrs	4
Area IV	
Choice of 4 hours	4
Choice of 8 hours from Areas II, III, IV	8
Area V	
HPR 250 Anatomy and Physiology I	4
HPR 251 Anatomy and Physiology II	4
BIO 107 Diology: Disease	4
Area VI	
RHB 210	4

**General Education**

Area I	
Eng 101 Academic Writing and Reading	4
Eng 102 Writing in Academic Discourse	4
<b>STT 160 - Statistical Concepts</b>	5
Area II	
Choice of 8 hrs from each category	8
Area III	
Psy 105 Psychology: The Science of Behavior	4
Choice 4 hrs	4
Area IV	
Choice of 4 hours	4
Choice of 8 hours from Areas II, III, IV	8
Area V	
HPR 250 Anatomy and Physiology I	4
HPR 251 Anatomy and Physiology II	4
BIO 107 Diology: Disease	4
Area VI	
RHB 210	4

**COLLEGE OF EDUCATION AND HUMAN SERVICES  
EARLY CHILDHOOD EDUCATION**

Department: Teacher Education  
Major Program: Early Childhood Education  
Licensure Program: Early Childhood Education

Revised #####

<b>CURRENT PROGRAM</b>			
<b>GENERAL EDUCATION</b>			
Course #	Title		Hours
<b>AREA I</b>			
ENG 101	Academic Writing and Reading		4
ENG 102	Writing in Academic Discourse		4
MTH 143	Quantitative Reasoning		4
<b>AREA II</b>			
Choose 1			4
CLS 150	Introduction to Greek and Roman Culture		
HST 101	Ancient and Medieval Europe		
HST 102	Early Modern Europe: The 14th to 18th Centuries		
Choose 1			4
HST 103	Modern Europe: The 19th and 20th Centuries		
CSE	Comparative Studies		
CST	Comparative Studies		
RSE	Regional Studies		
RST	Regional Studies		
HLT 202	Eastern Influences-West Health		
<b>AREA III</b>			
Choose 2			8
EC 200	Economic Life		
EC 290	Economic, Business and Social Issues		
PLS 200	Political Life		
PSY 105	Psychology: The Science of Behavior		
SOC 200	Social Life		
WMS 200	Approaches to Women's Studies		
<b>AREA IV</b>			
Choose 1			4
CLS 204	Great Books: Classical Beginnings		
ENG 204	Great Books: Literature		
PHL 204	Great Books: Philosophy		
REL 204	Great Books: Bible & Wstrn Cult		
ART 214	Visual Art in Western Culture		
MUS 214	Fundamentals of Music Theory		
MUS 290	African Amer Music: Amer/Beyond		
TH 214	Theatre in Western Culture		
MP 131	Film Appreciation		
<b>ADDITIONAL COURSES (8 HRS):</b> Choose 2 courses from areas II, III, or IV. The course must come from different subcategories than those selected to meet the area requirements unless they are from Area II.			
<b>AREA V</b>			
PHY 245	Concepts in Physics	4.5	4.5
BIO 345	Concepts in Biology	4.5	
EES 345	Concepts in Geology	4.5	
SM 144	Foundations in Physical Science	3	
<b>AREA VI</b>			
ED 210	Education in a Democracy		4
<b>TOTAL HOURS</b>			<b>60.5</b>
<b>CURRICULUM CONTENT</b>			
AED 431	Art and the Child		4

<b>PROPOSED PROGRAM</b>			
<b>GENERAL EDUCATION</b>			
Course #	Title		Hours
<b>AREA I</b>			
ENG 101	Academic Writing and Reading		4
ENG 102	Writing in Academic Discourse		4
MTH 143	Quantitative Reasoning		4
<b>AREA II - ECE must choose URS 200</b>			
Choose 1			4
CLS 150	Introduction to Greek and Roman Culture		
HST 101	Ancient and Medieval Europe		
HST 102	Early Modern Europe: The 14th to 18th Centuries		
Choose 1			4
HST 103	Modern Europe: The 19th and 20th Centuries		
CSE	Comparative Studies		
CST	Comparative Studies		
RSE	Regional Studies		
RST	Regional Studies		
HLT 202	Eastern Influences-West Health		
URS 200	<b>Growth and Change in Urban Society</b>		
<b>AREA III - ECE must choose EC 200 and PLS 200</b>			
Choose 2 -			8
EC 200	<b>Economic Life</b>		
EC 290	Economic, Business and Social Issues		
PLS 200	<b>Political Life</b>		
*PSY 105	<b>Psychology: The Science of Behavior</b>		
*SOC 200	<b>Social Life</b>		
WMS 200	Approaches to Women's Studies		
<b>AREA IV</b>			
Choose 1			4
CLS 204	Great Books: Classical Beginnings		
ENG 204	Great Books: Literature		
PHL 204	Great Books: Philosophy		
REL 204	Great Books: Bible & Wstrn Cult		
ART 214	Visual Art in Western Culture		
MUS 214	Fundamentals of Music Theory		
MUS 290	African Amer Music: Amer/Beyond		
TH 214	Theatre in Western Culture		
MP 131	Film Appreciation		
<b>ADDITIONAL COURSES (8 HRS):</b> Choose 2 courses from areas II, III, or IV. The course must come from different subcategories than those selected to meet the area requirements unless they are from Area II.			
<b>*ECE must choose either PSY 105 or SOC 200 from group III and an additional choice from Group II or IV</b>			
<b>AREA V</b>			
CHM 245	<b>Concepts in Chemistry</b>	4.5	4.5
PHY 245	Concepts in Physics	4.5	
BIO 345	Concepts in Biology	4.5	
EES 345	Concepts in Geology	4.5	
Delete			
*SM 145	<b>Found Sci Lit &amp; Prob Solv</b>	3	
<b>AREA VI</b>			
ED 210	Education in a Democracy		4
<b>TOTAL HOURS</b>			<b>65</b>
<b>CURRICULUM CONTENT</b>			
AED 431	Art and the Child		4

<b>CURRENT PROGRAM</b>		
COM 103	Classroom Applications of Computer-Based Technology	3
EDT 280	Classroom Applications of Computer-Based Technology	4
Choose 1		4
GEO 201	Principles of Physical Geography	
GEO 202	Principles of Cultural Geography	
GEO 203	Principles of Economic Geography	
HED 331	Health Education for Early and Middle Childhood	4
HPR 281	Phys Ed-Early & Mid Childhood	4
HST 211	American Civilization to 1877	4
HST 212	American Civilization Since 1877	4
MTH 243	Fundamental Math Concepts I	4
MTH 244	Fundamental Math Concepts II	4
MUS 365	Mthds/Mtrls-Tchnq Gen Mus K-6	4
<b>TOTAL HOURS</b>		<b>43</b>
<b>PREPROFESSIONAL EDUCATION</b>		
ED 301	Schooling in a Pluralistic Society	5
ED 303	Introduction to Educational Psychology:	5
EDS 333	Learning Differences: Introduction	4
<b>TOTAL HOURS</b>		<b>14</b>
<b>PROFESSIONAL EDUCATION</b>		
EDE 200	ECE Entrance Seminar	2
EDE 221	Practicum Experience I: ECE	1
EDE 223	Practicum Experience II: ECE	1
EDE 225	Practicum Experience III: ECE	1
EDE 301	Human Development: Pre-Natal Through Early Childhood	4
EDE 302	Positive Child Guidance in Early Childhood Education	4
EDE 304	Best Principles and Practices in Early Childhood Education	4
EDE 318	Teaching Diverse Learners in Early Childhood Education	4
EDE 321	Practicum Experience IV: ECE	
EDE 323	Practicum Experience V: ECE	1
EDE 401	Collaborative Practices with Diverse Families & Communities in Early Childhood Education	4
EDE 464	Assessment Strategies in Early Childhood Classrooms	4
ED 311	Early Childhood Science: Curriculum and Materials	4
ED 316	Early Childhood Language Arts: Curriculum and Materials	4.5
ED 317	Early Childhood Reading: Curriculum and Materials	4.5
ED 407	Instruction in Word Study: Phonics	4.5
ED 411	Early Childhood Mathematics: Philosophy, Curriculum and Materials	4
ED 415	Planning the Reading Program	4.5
ED 417	Early Childhood Social Studies: Curriculum & Materials	4
EDE 419	Student Teaching: Early Childhood Education	10
EDE 440	Exit Seminar: The Professional Early Childhood Educator	2
<b>TOTAL HOURS</b>		<b>72</b>
<b>TOTAL PROGRAM HOURS</b>		<b>189.5</b>

<b>PROPOSED PROGRAM</b>		
<b>Delete</b>		
EDT 280	Classroom Applications of Computer-Based Technology	4
Choose 1		4
GEO 201	Principles of Physical Geography	
GEO 202	Principles of Cultural Geography	
GEO 203	Principles of Economic Geography	
HED 331	Health Education for Early and Middle Childhood	4
HPR 281	Phys Ed-Early & Mid Childhood	4
HST 211	American Civilization to 1877	4
HST 212	American Civilization Since 1877	4
<b>HST 217</b>	<b>Ohio History</b>	<b>4</b>
MTH 243	Fundamental Math Concepts I	4
MTH 244	Fundamental Math Concepts II	4
MUS 365	Mthds/Mtrls-Tchnq Gen Mus K-6	4
<b>TOTAL HOURS</b>		<b>44</b>
<b>PREPROFESSIONAL EDUCATION</b>		
ED 301	Schooling in a Pluralistic Society	5
ED 303	Introduction to Educational Psychology:	5
EDS 333	Learning Differences: Introduction	4
<b>TOTAL HOURS</b>		<b>14</b>
<b>PROFESSIONAL EDUCATION</b>		
EDE 200	ECE Entrance Seminar	2
EDE 221	Practicum Experience I: ECE	1
EDE 223	Practicum Experience II: ECE	1
EDE 225	Practicum Experience III: ECE	1
EDE 305	Human Development: Pre-Natal Through Early Childhood	4
EDE 302	Positive Child Guidance in Early Childhood Education	4
EDE 304	Best Principles and Practices in Early Childhood Education	4
<b>EDE 307</b>	<b>Language Development &amp; Communications Disorders</b>	<b>3</b>
EDE 318	Teaching Diverse Learners in Early Childhood Education	4
EDE 321	Practicum Experience IV: ECE	
EDE 323	Practicum Experience V: ECE	1
EDE 401	Collaborative Practices with Diverse Families & Communities in Early Childhood Education	4
EDE 464	Assessment Strategies in Early Childhood Classrooms	4
ED 311	Early Childhood Science: Curriculum and Materials	4
ED 316	Early Childhood Language Arts: Curriculum and Materials	4.5
ED 317	Early Childhood Reading: Curriculum and Materials	4.5
ED 407	Instruction in Word Study: Phonics	4.5
ED 411	Early Childhood Mathematics: Philosophy, Curriculum and Materials	4
ED 415	Planning the Reading Program	4.5
ED 417	Early Childhood Social Studies: Curriculum & Materials	4
EDE 419	Student Teaching: Early Childhood Education	10
EDE 440	Exit Seminar: The Professional Early Childhood Educator	2
<b>TOTAL HOURS</b>		<b>75</b>
<b>TOTAL PROGRAM HOURS</b>		<b>198</b>

\* ECE Majors must choose one of these courses



**College of Liberal Arts  
Program Requirements Change**

Department: \_\_\_\_\_ **Classics** \_\_\_\_\_

Major Program: \_\_\_\_\_ **Classical Humanities**

Minor Program: \_\_\_\_\_

Certificate Program: \_\_\_\_\_

CURRENT	Hours	NEW	Hours
<b>I. General Education</b> Required Course: Area VI: Any approved Liberal Arts College Component Course	56	<b>I. General Education</b> Required Course: Area VI: Any approved Liberal Arts College Component Course	56
<b>II. Departmental Requirements</b>  Greek or Latin Language                   24 Classical Humanities Electives           32 <b>CLS 499</b> 2	58	<b>II. Departmental Requirements</b>  Greek or Latin Language                   24 Classical Humanities Electives           28 <b>CLS 410 Advanced Studies in Antiquity</b> 4	56
<b>III. Related Requirements</b>	66	<b>III. Related Requirements</b>	68
<b>IV. College Research and Methods</b>	12	<b>IV. Foreign Language and Research Methods</b>	12
<b>V. Electives</b>		<b>V. Electives</b>	
<b>TOTAL</b>	192	<b>TOTAL</b>	192

**Notes: We want to drop the requirement for a Senior Exam (done as CLS 499) and add a requirement for a Senior Seminar (CLS 410). Rather than increase the hours in the major, we will require one less elective course, thus reducing the hours from 58 to 56 and increasing electives from 66 to 68.**

**College of Liberal Arts**  
**Program Requirements Change**

Department: \_\_\_\_\_ **Classics** \_\_\_\_\_

Major Program: \_\_\_\_\_ **Greek** \_\_\_\_\_

Minor Program: \_\_\_\_\_

Certificate Program: \_\_\_\_\_

CURRENT	Hours	NEW	Hours
<b>I. General Education</b> Required Course: Area VI: Any approved Liberal Arts College Component Course	56	<b>I. General Education</b> Required Course: Area VI: Any approved Liberal Arts College Component Course	56
<b>II. Departmental Requirements</b>  Greek Language 36 Electives in Classical Humanities and Latin Language 20 CLS 499 2	58	<b>II. Departmental Requirements</b>  Greek Language 36 Electives in Classical Humanities and Latin Language 16 CLS 499 Advanced Studies in Antiquity 4	56
<b>III. Related Requirements</b>	66	<b>III. Related Requirements</b>	68
<b>IV. College Research and Methods</b>	12	<b>IV. Foreign Language and Research Methods</b>	12
<b>V. Electives</b>		<b>V. Electives</b>	
<b>TOTAL</b>	192	<b>TOTAL</b>	192

**Notes: We want to drop the requirement for a Senior Exam (done as CLS 499) and add a requirement for a Senior Seminar (CLS 410). Rather than increase the hours in the major, we will require one less elective course, thus reducing the hours from 58 to 56 and increasing electives from 66 to 68.**

**College of Liberal Arts  
Program Requirements Change**

Department: \_\_\_\_\_ **Classics** \_\_\_\_\_

Major Program: \_\_\_\_\_ **Latin** \_\_\_\_\_

Minor Program: \_\_\_\_\_

Certificate Program: \_\_\_\_\_

CURRENT	Hours	NEW	Hours
<b>I. General Education</b> Required Course: Area VI: Any approved Liberal Arts College Component Course	56	<b>I. General Education</b> Required Course: Area VI: Any approved Liberal Arts College Component Course	56
<b>II. Departmental Requirements</b>  Latin Language 36 Electives in Classical Humanities and Greek Language 20 CLS 499 2	58	<b>II. Departmental Requirements</b>  Latin Language 36 Electives in Classical Humanities and Greek Language 16 CLS 410 Advanced Studies in Antiquity 4	56
<b>III. Related Requirements</b>	66	<b>III. Related Requirements</b>	68
<b>IV. College Research and Methods</b>	12	<b>IV. Foreign Language and Research Methods</b>	12
<b>V. Electives</b>		<b>V. Electives</b>	
<b>TOTAL</b>	192	<b>TOTAL</b>	192

**Notes: We want to drop the requirement for a Senior Exam (done as CLS 499) and add a requirement for a Senior Seminar (CLS 410). Rather than increase the hours in the major, we will require one less elective course, thus reducing the hours from 58 to 56 and increasing electives from 66 to 68.**

## Proposal for a Minor in Russian Studies

**I. Title.** Minor in Russian Studies, College of Liberal Arts, Department of Modern Languages.

**II. Objectives.** The Minor in Russian Studies will satisfy the growing demand for courses with a Russian focus. The objectives of the program are twofold: (1) to provide students with a solid foundation in spoken and written Russian and (2) to present broad and varied perspectives on Russian culture, literature, history, politics, and US-Russian/Soviet relations. These objectives are mutually enhancing and will allow students to develop a thorough understanding of Russia, Soviet Union, and post-Soviet states in a global context.

**III. Description.** The Minor in Russian Studies is an interdisciplinary, interdepartmental program in the College of Liberal Arts taught by members of Departments of Modern Languages, History, and Political Science. Students combine a solid foundation in the Russian language with broad and varied perspectives on Russia's history, culture, literature, and politics. The program includes in its scope not only Russia proper but also the geographical areas of which Russian is the "lingua franca," i.e. language of diplomacy, intelligence sharing, political and business contacts, and cultural exchanges: Central Asia, the Transcaucasus, the Baltic states, and the Slavic states. The Minor in Russian Studies includes all periods of Russian, Soviet, and post-Soviet history as well as American-Russian relations in the twentieth and twenty-first centuries.

**IV. Rationale.** Following a brief decline of interest in Russia after the collapse of the Soviet Union and the end of the Cold War, Russia has again become increasingly important for the US global strategy. With the renewed US strategic interest in Central Asia and the expansion of NATO to Eastern Europe, the demand for experts on Russia has been on the rise. Because foreign language is a critical component in the preparation of area experts, Russian language has been named among the strategic languages by the US government. With Russia's concurrent integration in the world economy, corporate demand for professionals with expertise in Russian language and culture has only been partially met. Finally, since the former Soviet Union opened up to educational and cultural exchanges, many Americans have become interested in learning about Russia or rediscovering their Russian heritage.

An interdisciplinary minor in Russian Studies will provide an invaluable preparation for students planning a career in international politics, business and economics, public and military service, teaching, and any of the humanities and science disciplines. It will especially benefit students who major in another modern language, political science, history, social studies, and international business. In addition, it will serve a broad cross-section of students who have traditionally been interested in Russian offerings, including heritage speakers, Army ROTC cadets, and WPAFB employees.

Currently only a handful of public universities in Ohio offer minor or certificate programs in Russian studies. Those programs often combine an assortment of courses on Russia and Eastern Europe. Our program will be uniquely focused on Russia and geographical areas where Russian is spoken.

Because the language component forms a crucial part of the minor, the program will be anchored in the Department of Modern Languages, which will also contribute most courses to the minor. If the program is expanded to include more courses, some of these may be taught either by faculty in other CoLA departments or by those in colleges other than CoLA.

**V. Admission.** Students wishing to be admitted to the Minor in Russian Studies must:

- a. have been admitted to a major subject within CoLA or another WSU college, such as College of Business;
- b. have completed their first three quarters at Wright State University (i.e., have received at least 36 credits), with a GPA of 2.5 or better;
- c. have completed ENG 101 (Academic Writing and Reading) and ENG 102 (Writing in Academic Discourse);
- d. have completed RUS 101 and RUS 102 with the grade of C or better.
- e. have completed specific requirements or prerequisites attached to each minor course in particular.

**VI. Requirements.** The Minor in Russian Studies consists of 32 hours of course work divided between 200-level language courses (12 credits) and 300 and 400-level courses in Russian culture, literature, history, and politics (20 credits).

1. *Language Courses – 12 credits*

RUS 201 Intermediate Russian I (4 c.h.)  
 RUS 202 Intermediate Russian II, (4 c.h.)  
 RUS 203 Intermediate Russian III (4 c.h.)

2. *Area Studies Courses (select 5) – 20 credits*

ML 305 Russian Culture (4 c.h.)  
 ML 313 Russian Literature in Translation (4 c.h.)

HST 415 Imperial Russia (Writing Intensive, 4 c.h.)  
 HST 425 History of the Soviet Union (Writing Intensive, 4 c.h.)  
 HST 485 United States Foreign Relations from 1914 (Writing Intensive, 4 c.h.)

PLS 453 Soviet Successor States (Writing Intensive, 4 c.h.)

## **VII. Course Descriptions**

### *Department of Modern Languages*

#### **RUS 201 Intermediate Russian I**

Grammar review, reading, and discussion of selected texts with practice in speaking and writing.

Prerequisites: RUS 103 or equivalent

#### **RUS 202 Intermediate Russian II**

Continuation of 201. Grammar review, reading, and discussion of selected texts with practice in speaking and writing.

Prerequisites: RUS 201 or equivalent

#### **RUS 203 Intermediate Russian III**

Continuation of 202. Grammar review, reading, and discussion of selected texts with practice in speaking and writing.

Prerequisites: RUS 202 or equivalent

#### **ML 305 Russian Culture**

Examines Russia's contributions to the world culture as well as important events and characters that have shaped the Russian mind over the span of a thousand years. The course consists of three parts: (I) the historic roots and cultural manifestations of Russia's unique Eastern-Western character; (II) the changes to the Russian life and mentality after 1917 as seen in essay, short fiction, film, and visual art; and (III) Russian contributions to the US culture.

Prerequisites: none

#### **ML 313 Russian Literature in Translation**

A survey of literary masterpieces from Kievan Rus, the Russian Empire, the Soviet Union and post-Soviet Russia in their historical and cultural contexts.

Prerequisites: none

*Department of History***HST 415 Imperial Russia (WI)**

Surveys major themes and figures in the history of the Russian Empire from the late seventeenth century to the collapse of the tsarist government in 1917.

Prerequisites: none

**HST 425 History of the Soviet Union (WI)**

Surveys the history of the Soviet Union from 1917 to 1991. Includes revolutionary class politics, the role of terror, nationalism and ethnic relations, everyday social practices, the experience of total war, the Cold War, the rise of political dissent, and gender. Discussion is based on reading primary sources designed to give students a sense of what it was like to live in the Soviet Union. Students will develop an understanding of how the Soviet System worked and failed as a society, culture, and state.

Prerequisites: none

**HST 485 United States Foreign Relations from 1914 (WI)**

Surveys the history of United States foreign relations from 1914 to the present. At least fifty per cent of the course is devoted to Soviet and post-Soviet matters, including the US-Soviet alliance in World War II, the origins of the Cold War, the Cuban missile crisis, Détente, Reagan and Gorbachev, and the economics and security of the post-Cold War world to the present.

Prerequisites: none

*Department of Political Science***PLS 453 Soviet Successor States (WI)**

Examines political, economic, and social characteristics of the post-Soviet space and its strategic importance to the US foreign policy. Includes the origins, functioning principles, and reasons for the collapse of the Soviet Union, the political nature of post-Soviet Russia and the 14 Republics of the former Soviet Union, problems they face and challenges they present to the US and global security.

Prerequisites: none

**VIII. Program Quality.** Because the Minor in Russian Studies includes a significant language component, entry to the program assumes basic preparation in the Russian language and an ability to complete the required language courses as evidenced by the grades of C or better in RUS 101 and 102, the minor prerequisites. The language component of the minor assumes a progression of courses from RUS 201 to RUS 202 to RUS 203.

The required completion of two years of Russian language in the Russian Studies Minor is consistent with the language requirement for the Russian Minor at Ohio State University. This will help articulate transfer between the two institutions.

Because HST 415, HST 425, HST 485 and PLS 453 are writing intensive, students will be required to have completed ENG 101 (“Academic Reading and Writing”) and ENG 102 (“Writing in Academic Discourse”) prior to declaring the minor.

The area studies component consists of 300- and 400-level courses that can be taken in any order, however the logic of the program suggests that (1) there is progression from 300-level to 400-level courses in number as well as in the level of difficulty, sophistication, and the amount of reading and writing required and that (2) 400-level courses should ideally be taken in the chronological order of events being discussed. Students will be advised to proceed from HST 415 “Imperial Russia” to HST 425 “History of the Soviet Union” to PLS 453 “Post-Soviet States” and HST 485 “United States Foreign Relations from 1914.”

The language and area studies components of the minor are complementary. No progression is assumed from 200-level language courses to 300- and 400-level area studies courses; the language and area studies components can be taken concurrently.

**IX. Student Performance.** Student performance in each course of the minor is geared to requirements of that course. To remain in the Minor program, however, the student must complete RUS 201, RUS 202, and RUS 203 with the grade of C or better and maintain a 2.0 GPA across courses in History and Political Science.

**X. Curriculum Coordination.** The Minor in Russian Studies will be housed in the Department of Modern Languages. Drs. Pugh and Bonch will advise minors and Dr. Pugh will sign off on graduation. These faculty will also coordinate scheduling among Departments of Modern Languages, History, and Political Science in order to allow students to complete the minor in a timely manner. The amount of scheduling coordination required will be minimal given that (1) all courses are offered regularly and (2) courses in Modern Languages are typically offered on a Monday-Wednesday-Friday schedule and courses in History and Political Science are offered on a Tuesday-Thursday schedule.

**XI. Resource Coordination.** The Minor in Russian Studies utilizes course inventories and resources already in place. No additional library, technology, or staffing resources are needed (see Program Staffing below).



**XII. Program Staffing.** No additional program staffing is required. The entire program will be staffed by existing members of the faculty.

Dr. Liam Anderson, Associate Professor, Department of Political Science, full time.

Dr. Xenia Bonch, Associate Professor, Department of Modern Languages, full time.

Dr. Sean Pollock, Assistant Professor, Department of History (Ph.D. in Russian History), full time.

Dr. Stefan Pugh, Professor and Chair, Department of Modern Languages (Ph.D. in Slavic Linguistics), full time.

Dr. Jonathan Winkler, Associate Professor, Department of History, full time.

Adjunct faculty may continue to be occasionally hired to teach courses in Russian language. Given that program staff includes a Russianist and a Slavic linguist, the need for adjunct faculty will be minimal.

?

**African and African American Studies**  
**Proposal for a Certificate in the African American Experience in Education**  
**In Collaboration With The Wright State University College of Education and Human**  
**Services**

**Prepared By;**  
**Professor Paul R. Griffin, African and African American Studies**  
**Assistant Professor Rochelle Garner, College of Liberal Arts**

**Program Title- Undergraduate**

Certificate in the African American Experience in Education

**Location**

The Certificate Program will be located on the Main Campus and will be offered by the College of Liberal Arts in collaboration with the College of Education and Human Services at Wright State University. The Certificate will be formally housed in African and African American Studies.

**Purpose**

The purpose is to provide students whose professional goals include teaching in urban settings with the opportunity to study in the history and experiences of African Americans. Satisfactory completion of this study will give students knowledge of how distinctive social, educational, economics, familial, racial, etc., dynamics shaping the worldviews and struggles of urban-located African Americans impact public education in these communities.

**Rationale**

It is commonly recognized that urban education has its own unique characteristics and demands which are shaped by a variety of both historical and present day social, political, economic, intellectual, racial, and many other realities. The problem is that some teachers teaching in these environments--especially those not raised in them--often have little or no knowledge of these realities and hence sometimes easily misunderstand the unique kinds of academic challenges and needs that they commonly impose on students in terms of their views and desires for learning.

It takes little visual acuity to see how absences of understanding the "special needs" of students can often undercut a teacher's ability to effectively communicate with and teach students. Moreover, it can work against a teacher's efforts to communicate with parents and secure their support for helping educate their children.

In an era when new strategies are needed for tackling the myriad of problems facing urban education, there is a clear need for teachers to have a foundation in the unique history, struggles, and needs of inner-city students.

The College of Education and Human Services is committed to preparing professionals to meet the needs of a diverse, democratic society. A certificate program--specifically designed for students interested in teaching in inner-city environments and focused directly on the needs, worldviews, styles, hopes, and dreams of the African American community--would complement this mission and significantly extend efforts to prepare teacher candidates to work effectively with diverse student populations. Currently our educational offerings are not designed to seamlessly provide this knowledge to education students.

Therefore, to prepare teachers more effectively for the ever-increasing difficult task of teaching in inner-city environments, African American Studies and the College of Education and Human Services propose to offer a Certificate Program in Competency in the African American Experience. By offering such a certificate, Wright State University will be assuming a cutting-edge role in Ohio and possibly across the country in providing a much-needed course of study for teachers who elect to teach in urban settings.

### **Impact on Degree Programs**

The Certificate Program in the African American Experience in Education is designed to help students accomplish two goals. The first goal is to develop competencies in the historical and experiential realities of African Americans living in inner-city environments. The second is to acquire both theoretical and concrete knowledge of how those realities shape peculiar educational needs and problems in urban environments. These proficiencies will add important and otherwise unattainable value to students' studies and preparation in education because they will include understandings of and exposures to African American life and history that students otherwise would not have. The certificate program will not negatively affect enrollment in any other existing University programs, in fact, it may help increase it.

### **Admission and Program Requirements**

The Certificate Program will be available to all sophomores, junior and senior undergraduate students who are in good academic standing. Eligible students must have at least a 2.5 cumulative grade point average; formally apply to the Certificate Program; and, complete an interview with the Certificate Program's Director or his/her representative. The application and interview process have the goal of helping the program attract students who have expressed interest in teaching careers in urban settings as career goals. The Certificate in the African American Experience in Education requires the satisfactory completion of 20 credit hours. These credit hours are comprised of 5 four-credit hour classes, each of which is one quarter in duration. Students must maintain a minimum of 2.5 or better in all courses in order to obtain a certificate.

**Courses (All AFS courses already exist as a part of the African and African American Studies program. The EDT 310 course has been submitted to UCAPC for consideration and approval.**

? **AFS 200 What is the African and African American Experience? (4 credit hours):**

A historical and methodological analysis of both African Histories and cultures and the history of the Diaspora struggles of persons of African descent to create a life and distinct culture among world civilizations.

? **AFS 300 African American Perspectives and Models of Success (4 credit hours):**

A critical study of real-life problems impacting African American life, e.g. economics, education, crime, gender issues, urban problems, globalism, etc, This course utilizes real-life models of success as examples of how to effectively overcome these problems.

? **AFS 402 Ideas of Race and Racism, 1600-1865 (4 credit hours):**

This course studies the religious ideas that defined and sustained anti-black practices from 1619 to 1865.

- ? **AFS 403 Ideas of Race and Racism, 1950-Present (4 credit hours):**  
This course studies the religious ideas that have defined and sustained anti-black practices from 1950 to the present.
  
- ? **ED 310 Teaching in Urban Schools: Meeting Diverse Needs (4 credit hours):**  
This course provides a foundation for increasing teacher candidates' knowledge and understanding of urban communities, enabling them to deconstruct stereotypes and myths of students and families in urban schools, and facilitating self-reflection and self-awareness.

### **Program Staffing and Coordination**

The curriculum draws on four courses that are already offered in the African American Studies Program and a fifth course in the Educational Leadership program in the College of Education.

The AFS Director, Professor Paul R. Griffin, along with Assistant Professor Rochelle Garner from the College of Education and Human Services, will be responsible for the administration of the Program and the coordination of program offerings between the two colleges. Dr. Griffin and Dr. Garner will also be responsible for supervision of all teaching assignments among participating AFS faculty and CEHS faculty.

### **Costs**

The projected costs are minimal. The College of Liberal Arts and the College of Education and Human Services have the staff to accommodate the additional enrollment created by the Certificate Program. The program will not require any additional technological or library resources.

### **Undergraduate Catalog Description:**

Study of how distinctive social, educational, economic, familial, racial, etc., dynamics shaping the worldviews and struggles of urban-located African Americans can often impact public education in these communities.

**Eligibility:** The Certificate Program will be available to all sophomores, junior and senior undergraduate students who are in good academic standing. Eligible students must have at least a 2.5 cumulative grade point average; formally apply to the Certificate Program; and, complete an interview with the Certificate Program's Director or his/her representative.

**Requirements:** All students must satisfactorily complete a total of five courses, four credit hours each, for a total of twenty credit hours. These courses are: AFS 200 What Is the African American Experience? AFS 300 African American Perspectives and Models of Success; AFS 402 Idea of Race and Racism, 1619-1865; AFS 403 Ideas of Race and Racism, 1950 to the Present; ED 310 Teaching in Urban Schools: Meeting Diverse Needs.

**Program Start Date:** We hope to begin the Certificate Program in the fall quarter of 2009

African and African American Studies  
Proposal for a Certificate in African American Studies and Gender Experiences in  
Medicine  
In Collaboration With the Wright State University  
Boonshoft School of Medicine

Prepared By:  
Professor Paul R. Griffin, African and African American Studies  
Associate Dean Gary LeRoy, Boonshoft School of Medicine  
Ms. Jacqueline Neal, Biology and Health Professions

March 2, 2009

Dean Charles Taylor  
The College of Liberal Arts  
Wright State University  
Dayton, Ohio 45345

Dear Dean Taylor:

Enclosed is a copy of the proposal for a Certificate in African American and Gender Experiences that will be a collaborative program between the College of Liberal Arts' African and African American Studies Program and the Wright State University Boonshoft School of Medicine. Ms. Jacqueline Neal, Director of Advising, Biology and Health Professionals will provide additional guidance and supervision of the program.

Also enclosed is a letter from Associate Dean Gary LeRoy, Boonshoft School of Medicine, affirming this collaboration.

It is our hope that the Liberal Arts Curriculum Committee will find this proposal satisfactory and an important asset to the College of Liberal Arts and our work for collaborations and diversity.

Sincerely,

Dr. Paul R. Griffin,  
Director, African and African American Studies  
Special Assistant to Provost for Outreach

**Program Title- Undergraduate:**

Certificate in African American and Gender Experiences in Medicine

**Location:**

The program will be offered by the Wright State University African and African American Studies Program in collaboration with the Wright State University Boonshoft School of Medicine. The program is formally housed in African and African American Studies.

**Purpose:**

The purpose is to provide students who are planning careers in Medicine the opportunity to study the history and experiences of African Americans and women. Satisfactory completion of this study will give students knowledge of how distinctive social, educational, economic, familial, racial, and gender dynamics shaping the worldviews and struggles of African Americans and women impact interactions between these patients and healthcare industries.

**Rationale:**

The need for a Certificate in African American and Gender Experiences in Medicine is best summed up in words taken from a statement from *The Office of Minority Health*: “The increasing population growth of racial and ethnic communities and linguistic groups, each with its own cultural traits and health profiles, presents a challenge to the health care delivery service industry in this country. The provider and the patient each bring their individual learned patterns of language and culture to the health care experience which must be transcended to achieve equal access and quality health care.”<sup>1</sup>

The words from the *Office of Minority Health* make it clear that the historical\life experiences and longstanding views of minority populations toward health care institutions and vice versa are “central in the delivery of health services treatment and preventive interventions;” and, in some cases, the non-delivery of such treatment or prevention.

A Certificate in African American and Gender Experiences in Medicine will provide Wright State University health care students an understanding of and, hopefully, an appreciation for the unique cultures of African Americans and women that they otherwise would not be able to acquire in the usual courses of study.

By offering a certificate in this area, Wright State University will place itself on the cutting edge of universities that are concerned about how to broaden traditional training in the health care fields to include an opportunity for formal study in the cultural experiences and health care outlooks of an ever increasing segment of the American population.

**Impact on Degree Programs:**

The Certificate Program in African American and Gender Experiences in Medicine is designed to help students reach two goals. The first objective is for students to acquire academic competencies\ understanding in the cultural individualities and worldviews of African Americans and women. The second is for students to learn how cultural and gender realities interact with health care institutions and how they can draw on what they



have learned about these relationships to help improve both communication and understanding between the two. The certificate will not negatively affect enrollment in any existing degree programs. In fact, it holds every promise of facilitating the work of the existing degrees that concentrate on health care.

### **Admission and Program Requirements:**

The Certificate Program will be available to all sophomore, junior, and senior undergraduate students who are planning careers in Medicine. A minimum GPA of 2.7 is required for admission into the program and a minimum GPA of 3.0 in certificate courses is required for satisfactory completion of the certificate.

The Certificate requires the satisfactory completion of 20 credit hours. These hours are comprised of three foundation courses (4 credit hours each for a total of 12 credit hours) and two elective courses (4 hours credit each for a total of 8 credit hours). The foundations courses are required of all students. Students, in consultation with Ms. Jacqueline Neal and Dr. Paul Griffin, will select the two elective courses from a body of five courses. (Initial contact will be with Ms. Jacqueline Neal, Advisor, Biology and Health Professions.) These two courses can be selected from courses offered by African and African American Studies, or the Department of Anthropology, or the Department of Biological Sciences, or Community Health, or the Department of Communication, or the Department of Nursing, or the Department of Philosophy. Both the foundation and elective courses are a part of existing Programs' or Departments' course inventories.

### **Foundation Courses:**

#### **AFS 200 What is the African and African American Experience? (4 credit hours):**

A historical and methodological analysis of both African Histories and cultures and the history of the Diaspora struggles of persons of African descent to create a life and distinct culture among world civilizations.

**NUR 212 Nursing for Health and Wellness Lifestyle (4 credit hours):** Emphasizes concepts, models, theories and methodologies consistent with a philosophy of health and wellness in the context of human diversity. Incorporate self-directed activities to promote maximum health in self and others.

**WMS 200 Approaches to Women's Studies (4 credit hours):** Introduces historical and contemporary feminist thought and explores the importance of gender as a category of analysis to understand social, political, and economic forces.

### **Elective Courses:**

**AFS 300 African American Perspectives and Models of Success (4 credit hours):** A critical study of real-life problems impacting African American life, e.g. economics, education, crime, gender issues, urban problems, globalism, etc. This course utilizes real-life models of success as examples of how to effectively overcome these problems.

**ATH 458 Anthropology of Women's Health (4 credit hours):** Integrates biological and sociological dimensions of women's health throughout the world. It examines cross-

cultural variation in disease and illness and the sociocultural contexts that define models of women's health.

**BIO 370 Bioethics (4 credit hours):** Provide an opportunity to learn\discuss issues in biology, medicine, and health; recognize, compare, contrast, approach, bioethical situations and problems; acquire and separate factual knowledge from opinion; and demonstrate critical thinking.

**COM 325 Health Communication (4 credit hours):** Examination of the basic themes and issues that have developed in health communication research including physician-patient and nurse-patient communications, organizational communications in health care organizations, and relationships among care providers.

**HED 231 Community Health (4 credit hours):** This course addresses the population-based aspects of health. Topics include epidemiology, assessing need, environmental and consumer health, at-risk populations and community based agencies.

**PHL 312 Moral Problems (4 credit hours):** Investigation and discussion of moral issues as they arise within major areas of society. Emphasis on studies in such areas as medicine, law, family, business, and politics.

**Program Staffing and Coordination:**

The Certificate will be under the supervision of Dr. Paul R. Griffin, Director of African and African Studies, Dr Gary LeRoy, Associate Dean of Student Affairs and Admissions, Boonshoft School of Medicine, and Ms. Jacqueline Neal, Director of Advising, Biology and Health Professions.

**Costs:**

The projected costs of a Certificate Program in African American and Gender Experiences in Medicine are minimal. No programs or departments involved will need to contribute any additional resources beyond those which they already are encumbered for the courses that will comprise the certificate The program also will not require any additional technological services or library holdings.

**Start Date:**

The plan is for the program to begin during the fall quarter of 2009.

**Catalog Description:**

The Certificate in African American and Gender Experiences in Medicine seeks to broaden pre-med students' understanding of how racial, gender and other socio-political and cultural forces impact health care industries.

**Eligibility:** The certificate is available to all pre-med students. To be admitted into this program, students must carry a minimum GPA of 2.7

**Requirements:** Students must complete a total of 20 credits hours. All students must complete the following three foundation courses with a minimum GPA of 3.0: AFS 200 What Is the African American Experience?; Nursing 212 Nursing for Health and Wellness

Lifestyle; and WMS Approaches to Women's Studies. All students must complete with a minimum GPA of 3.0 two elective courses which can be chosen from the following: AFS 300 African American Perspectives and Models of Success; ATH 458 Anthropology of Women's Health; BIO 370 Bioethics; COM 325 Health Communication; HED 231 Community Health; PHL 312 Moral Problems.

---

<sup>1</sup>The United States Department of Health and Human Services.

## **Proposal for Honors Program for Associate Degree Graduates**

The University Honors Program and the Lake Campus jointly propose the creation of an Honors program and designation for associate degree graduates of the Lake Campus.

### **Statement of Purpose**

This proposal has two purposes. First, we wish to extend participation in the Honors program to students pursuing associates degrees at Lake Campus. Second, we wish to increase participation in the Honors program overall at Lake Campus so that it will become a more viable option for students completing baccalaureate degrees at the Dayton campus or, increasingly, at the Lake Campus itself.

### **Eligibility**

First-year students direct from high school should meet at least two of the following criteria:

- ? GPA of 3.25 or better in high school
- ? Rank in top 10 percent of the graduating class
- ? Score at 90th percentile on ACT (27 Composite) or SAT (1300 Verbal and Math)

We are also interested in admitting students who may not meet the minimum admission criteria but who bring some special contribution or determination to the Honors Program. Incoming students who do not meet the minimum qualifications outlined above may be asked to submit additional documentation in support of their application. Or it may be recommended that students delay admission until they have attended Wright State for one quarter and earned at least a 3.0 cumulative GPA.

Students will apply for admission to the Honors program just as baccalaureate students currently apply, but a separate designation will be created on the application form to differentiate the associates-degree students and to facilitate tracking their progress.

### **Academic Requirements**

Students pursuing the new Honors designation for associate-degree graduates must complete five Honors courses, each worth four hours, for a total of twenty hours. These courses must include at least two Honors sections of General

Education courses, at least one Honors section of a course in the student's major, at least one 200-level Honors seminar, and an Honors project.

If an Honors course in the student's major is not feasible except as an independent study paralleling the Honors project described in the next paragraph, then the student can petition to have a second UH seminar substituted for the course in the major.

In the Fall or Winter of the second year, the student will complete an Honors project or paper. If the student's major includes a course designation for a concluding project or paper, then the student will submit a proposal indicating how the Honors project or paper will exceed the requirements for the typical project or paper. If the student's major does not include a course designation for a concluding project or paper, then we will use the 190-level special topics courses, or their equivalent, for the Honors project or paper. The Honors project or paper will be presented to an open session at Lake Campus in the spring of the student's second year.

### **Program Oversight**

The proposals for all Honors courses and for the Honors projects, as well as any petitions for alternatives to the Honors courses in the major, will be reviewed first by an advisory Honors committee at the Lake Campus and then forwarded to the University Honors Committee for final approval. Likewise, detailed evaluations of the Honors projects will be forwarded with copies of the projects themselves to the University Honors office.

### **Graduation Requirements**

To graduate with the Honors designation, the student should have at least a 3.5 G.P.A. both overall and in the five Honors courses that he or she has completed.

### **Transfer to the University Honors Program for Baccalaureate Students**

Students who intend to complete a baccalaureate degree after completing an associates degree will be advised that they need to complete a sixth Honors course by the end of their second year of study. If necessary, the Honors program will accept the course in the major or the Honors project in lieu of a third Honors section of a General Education course.

April 27, 2009

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

From: Cathy Sayer, Director of Service Learning  
Service Learning Advisory Council

Subject: Proposal for Citizen Scholar Certificate Proposal

The Service Learning Advisory Council submits the following for your consideration and approval:

- ? Proposal for a Citizen Scholar Certificate Program
- ? Course Inventory for SRV 200: Citizenship in Our Democracy
- ? Sample syllabus for SRV 200: Citizenship in Our Democracy
- ? Course Inventory for SRV 400: Citizen Scholar Capstone Project
- ? Sample syllabus for SRV 400: Citizen Scholar Capstone Project
- ? Letters of support from Carl Brun, Jack Dustin, and Donna Schlagheck

The program is designed to help students:

- ? Develop knowledge and skills for effective citizenship;
- ? Understand the resources and needs of their local, national, and/or international communities; and
- ? Engage with those communities to enact positive change.

These objectives closely align with the University's mission to transform the lives of our students and the communities we serve through engaging in significant community service.

I will be happy to answer any questions the UCAP Committee has. Please approve our proposal for the Citizen Scholar Certificate Program and the two new courses so that students may begin work on the certificate this fall.

## Proposal for Citizen Scholar Certificate Program

### I. Title

Citizen Scholar Certificate Program: This program is similar to the University Honors Program, General Education or Writing Across the Curriculum in that it is a university-wide program. The program is open to students from all majors.

### II. Objectives

The objectives of the Citizen Scholar Certificate program are to help students:

- A. Develop knowledge and skills for effective citizenship;
- B. Understand the resources and needs of their local, national, and/or international communities; and
- C. Engage with those communities to enact positive change.

### III. Description

In keeping with the third component of Wright State University's mission statement, the Citizen Scholar Certificate Program engages students in *significant community service*. The program's mission is to prepare students for active participation in our democratic society, helping them to:

- ? Develop knowledge and skills for effective citizenship;
- ? Understand the resources and needs of their local, national, and/or international communities; and
- ? Engage with those communities to enact positive change.

The Citizen Scholar Certificate Program is open to all majors. To be accepted into the program, students must have completed a minimum of 12 hours toward graduation, have passed English 101 with a grade of C or better and have earned at least a 2.0 GPA. In order to complete the program by graduation, students must apply in advance of their last two terms.

Students must complete 20 hours of service-learning course work: a required course, SRV 200: Citizenship in Our Democracy; SRV 400: Citizen Scholar Capstone Project; and three elective courses with service-learning designations (SRV or SRV-I). Of the three electives, two must be service-learning intensive (SRV-I).

Students wishing to seek the Citizen Scholar Certificate should contact the Director of Service-Learning, 128 Millett Hall, (937) 775-2471.

### IV. Admission Requirements

For admission to the Citizen Scholars Certificate Program, students must:

- A. Have a 2.0 GPA for admission to the program.
- B. Have earned at least 12 credit hours.
- C. Apply before beginning their final two terms.

## V. Program Requirements

To earn the Citizen Scholar Certificate, students must:

- A. Earn 20 credit hours as follows:
  - 1. SRV 200: Citizenship in Our Democracy—4 credit hours
  - 2. SRV 400: Citizen Scholar Capstone Project—4 credit hours
  - 3. Any three 200-400 level designated service-learning courses, two of which must be designated service-learning intensive (SRV-I)
- B. Maintain a 2.5 GPA in the certificate courses.

## VI. Program Quality

The requirement of a 2.0 GPA for admission into the Citizen Scholar Certificate Program was selected because it is desirable for all students to achieve the objectives of developing knowledge and skills for effective citizenship; understanding the resources and needs of their local, national, and/or international communities; and engaging with those communities to enact positive change. However, because student engagement with the community has consequences beyond the classroom in terms of the quality of service provided to community partners and the ongoing ability of the university to partner with the community, entrance into the program has been limited to students who are succeeding academically.

The program will further ensure the quality of learning for the student and the quality of service to the community through formal agreements.

- ? Students will be asked to sign a Student Service-Learning Agreement (attached).
- ? Community partners for certificate courses will negotiate formal partnership agreements with the Office of Service-Learning, and the faculty member teaching the service-learning course.
- ? A portfolio of students' certificate work and the oral presentation of the capstone project will be evaluated by a faculty committee consisting of three members of the Service-Learning Sub Committee and the community partner for the capstone project.

The balance between lower and upper division courses follows the Undergraduate Curriculum and Academic Policy Committee's (UCAPC) guidelines for certificate programs as approved by the Faculty Senate on March 7, 2005. The guidelines stipulate that "Certificate programs should include at least twenty hours of course work at the 200 to 400 level and no more than twenty-three hours." As the program is currently proposed, the only upper level course required is SRV 400: Citizen Scholar Capstone Project. An adjustment to this requirement might be appropriate when the colleges expand their service-learning offerings in the majors.



## **VII. Student Performance**

To earn the Citizen Scholar Certificate, students must maintain a 2.5 GPA in the certificate courses. This GPA, slightly higher than the 2.0 required for entrance to the program, should be attainable due to the level of motivation that typically accompanies voluntary commitment to such a program and because of the faculty support available in the smaller class sizes (25-30 students) typical of service-learning intensive courses (SRV-I), which make up eighty percent of the course work for the certificate. This higher GPA is also needed to ensure the quality of student work in the community and the health of the University's community partnerships.

## **VIII. Curriculum Coordination**

Departments most likely to be affected by the Citizen Scholar Certificate Program are Political Science; Social Work; and Urban Affairs and Geography, specifically the American Humanics Program. Since each of these departments and programs has a focus on work in the public and/or non profit sectors, the Citizen Scholar Certificate Program could be perceived as competing with them for students. However, the new Certificate Program is not a major and does not seek to prepare students for work in a profession or a specific field. Rather, its aim is to prepare students from all fields for active, engaged participation in our democracy.

On the other hand, the new program could increase enrollment in courses with service-learning designations that are offered by these departments and intensify demand for those courses and programs, especially if departments are willing to open certain service-learning courses to non majors. The chairs and directors of these departments and programs have been consulted in the process of developing this program, and letters of support will be forthcoming.

Passage of the institutional definition of service-learning and criteria for service-learning course designations at the April 2009 Faculty Senate meeting will simplify identification of courses that will count toward the certificate.

Students may be able to satisfy requirements for SRV 400, the Capstone Project, by completing an appropriate capstone project or internship in their major or a senior honors project. Dual credit projects would require advance approval and advising from both the Office of Service-Learning and the appropriate program or department.

## **IX. Resource Coordination**

The Citizen Scholar Certificate Program will have little to no impact on services provided by the University Libraries and Telecommunications Services.

## **X. Program Staffing**

Courses in the Citizen Scholar Certificate Program will be staffed as follows:

1. Up to two sections per year of SRV 200 will be taught by the Director of Service-Learning as part of his/her regular teaching load. If more sections of SRV 200 are needed, the Office of Service-Learning will purchase release or overload time for faculty with appropriate expertise to teach them. These might include Political Science, Social Work, Communication, and Urban Affairs.
2. SRV 400 will follow a modified independent study model. Students' project advisors must be approved by the Service-Learning Sub Committee of UCAPC.
3. For the time being, the service-learning electives will be courses with a service-learning designation that are already being offered in the General Education Program, in the Honors Program or in majors. Currently, the Office of Service-Learning has been providing incentives to eight faculty members per year to develop service-learning courses as part of their work in the Faculty Learning Community on Service-Learning. Should the program grow to such an extent that more service-learning courses are needed to fill the requirement for three electives, the Office of Service-Learning will purchase release or overload time for faculty who teach them.