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Undergraduate Curriculum and Academic Policy Committee Minutes, November 3, 16, and 20, 2009

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Undergraduate Curriculum and Academic Policy Committee

Minutes of November 3, 16, and 20, 2009 Meetings

UCAPC held its regularly scheduled meeting on November 16 and two special meetings on November 3 and 20 to preview and finalize the GE and WAC semester proposals and continue refinement of the course inventory management process. The minutes reported herein represent the combination of the meetings.

Present November 3: Carol Holdcraft (for Candace Cherrington), Jean Edwards, Jeanne Fraker, Nathan Klingbeil, Joe Law, Richard Mercer, Tony Ortiz, Tom Sav, Alpana Sharma. Guests: Tom Sudkamp, Henry Limouze.

Present November 16: Candace Cherrington, Jean Edwards, Jeanne Fraker, Jim Steinberg, Nathan Klingbeil, Joe Law, Richard Mercer, Tony Ortiz, Bobbie Pohlman, Tom Sav, Alpana Sharma, Karen Wilhoit. Guests: Henry Limouze, Mary Holland, Marian Hogue, Wallace Neikirk, Scott Rife, Drew Pringle.

Present November 20: Jean Edwards, Joe Slater (for Nathan Klingbeil), Joe Law, Richard Mercer, Tony Ortiz, Bobbie Pohlman, Tom Sav, Alpana Sharma, Karen Wilhoit. Guests: Henry Limouze, Mary Holland, Charlotte Harris, Jeff Vernoooy.

Approved Minutes of October 13 & 20, 2009.

UCAPC Subcommittee Reports

Writing Across the Curriculum Committee (WAC): Joe Law, WAC Chair (and Chair of the Writing Across the Curriculum Conversion Committee), presented the WAC semester proposal (see Program Changes below).

University General Education Committee(UGEC): Jean Edwards, UGEC Chair (and Co-Chair of the General Education Conversion Committee), and Henry Limouze (Co-Chair of the General Education Conversion Committee) presented the GE semester proposal (see Program Changes below).

Undergraduate Academic Program Review Committee (UAPRC): Susan Carrafiello, UAPRC Chair. No report.

Service Learning Committee (SLC): Cathy Sayer, SLC Chair. No report.

Course Inventory and Modification Requests

CECS

Approved Inventories: CEG 481

Approved Modifications: CS 409

CEHS

Approved Inventories: HED 357

Approved Modifications: HPR 311

Program Changes

University

Approved -- The meetings involved much discussion regarding the (1) the presentation of the General Education Program (Wright State Core) resolution from the College of Engineering and Computer Science Faculty stating "The faculty of CECS strongly recommend the addition of Technology and Society as a third option in Element 3, among which two courses must be chosen." , (2) concern raised about the Writing Across The Curriculum Program and Integrated Writing course criteria that pertained to writing revisions or responses to student writing, and (3) concern expressed by the University Diversity Advocacy Council (UDAC) about the multicultural competence implementation in the Wright State Core and its structure allowing the possibility that students might graduate without having had a course that UDAC endorses as multicultural. The General Education Conversion Committee, the University General Education Committee, the Writing Across the Curriculum Conversion Committee, and the Writing Across the Curriculum Committee made modifications to the proposals so as to incorporate some of the concerns raised by UCAPC, including (1) and (2) as well as some formatting recommendations. The committee recommended that UDAC put forth a proposal for the creation of a Multicultural Competence Committee to undertake the responsibility for reviewing and recommending course proposals for meeting the Wright State Core multicultural competence learning outcomes. UCAPC approved the following proposals for submission to the Faculty Senate:

[General Education Program Semester Proposal: Wright State Core Writing Across the Curriculum Program Semester Proposal](#)

New Programs

CEHS

Approved

[B.S. Education, Health Education and Physical Education: Wellness Studies Concentration](#)
[B.S. Education, Health Education and Physical Education: Community Health Concentration](#)
[B.S. Education, Health Education and Physical Education: Sports Science Concentration](#)

COSM

Approved -- resubmitted with needed corrections from the October 13 meeting

[B.S. Psychology: Industrial/Organizational Concentration](#)

Other Academic Matters

Ohio Board of Regents Semester Conversion Policies -- the committee was made aware of the following semester conversion policies implemented by the OBR. Committee members distributed the policies to staff and faculty in their colleges and units.

[OBR Major, Minor, and Certificate Semester Conversion Review Requirements](#)
[OBR Transfer Assurance Guide \(TAG\) and Ohio Transfer Module \(OTM\) Semester Course Review Process](#)

Minor and Certificate Programs -- the committee discussed the following OBR email communication

"In the new **draft** guidelines document that we are working on, we have defined minimum numbers of credit hours for minors and certificates.

A minor is defined as: a course of study within a degree comprised of a minimum of 18 semester (27 quarter) hours

A certificate is defined as: a course of study completed in conjunction with or independent of a degree; comprised of a minimum of 18 semester (27 quarter) hours

I do want to point out that these are just draft at this point--nothing written in stone yet, but it gives you a good starting point"

The committee noted that presently WSU does not have a minimum or maximum credit hour policy for minors. If a minimum 18 semester hour policy for minors is adopted then it might also be wise to implement a

maximum credit hour policy of perhaps 27 credit hours. For certificate programs, the WSU policy is presently 20-23 credit hours minimum and maximum, respectively. Thus, under the OBR draft guide, the WSU certificate programs would require a 35% increase in the minimum credit hour requirement for students. However, prior to any the formulation of proposals, the committee must resolve the possible inconsistencies that seem to arise in defining certificates and minors. The registrar's office will be assembling information regarding both types of programs as they exist at the other Ohio institutions. The committee will review the results of that task and make an appropriate recommendation.

Major, Minor and Certificate Two Thirds Semester Conversion Policy -- the committee discussed the possible implications of requiring a policy whereby semester program credit hour requirements must not exceed 2/3 of the quarter system program credit hour requirements. Of course, exceptions would have to stand for exceeding the 2/3 rule under constraints imposed by professional accreditation, licensing, etc. In addition, upon review, proposals for exceptions could be granted based on other factors such as integrating innovations into the program.. Also, discussed was a 2/3 policy as applied to program conversion components, i.e., maintaining the same balance among all quarter to semester program areas, including for example, general education requirements, major course requirements, and electives. The committee felt that it would be healthy to apply a 2/3 policy to the total program degree requirement conversion but that a 2/3 policy should not be applied to the individual program components. The committee will consider drafting a rule for review at its next meeting.

Course Inventory Management Workflow -- :the committee discussed the following from the registrar's office for modifying the course inventory management workflow so as to require departments and colleges to include quarter to semester repeat courses and course equivalents. This would be part of the required conversion transition plans that departments and colleges will need to develop.

Course Inventory Management Workflow: Repeats/Equivalents

The committee thought that the proposal should go before the workflow core group for consideration and possible integration into the current course inventory management.. The current inventory management requirements were reviewed by the committee and are available at

www.wright.edu/courseinvmgt

Adjourned: Winter meetings and deadlines for submission as well as Senate approvals as follows:

UCAPC Meeting	UCAPC Submission Deadline (No Exceptions: receipt after forwards to the next meeting)	Faculty Senate Meeting New Business	Faculty Senate Meeting Old Business
Current Meeting November 20		January 4	February 4
January 8 2:00 p.m.	December 29, 12:00 Noon	February 4	March 1

Additional meetings will be scheduled to attend to the semester academic calendar conversion.

UCAPC HOME

The Wright State Core: A Proposal

The mission of the Wright State Core is to provide students with innovative and dynamic opportunities designed to engage learners in becoming active, conscientious, educated citizens of a diverse world.

The Wright State Core is an integrated program of courses and experiences that provides students with the breadth of skills, knowledge and understanding expected of university graduates. A university degree goes beyond preparing graduates for a profession; it transforms their lives and their communities. The Wright State Core helps students develop the knowledge and skills essential for critical thinking, creative problem solving, meaningful civic engagement, multicultural competence, appreciation for the arts, and life-long learning. Wright State graduates will have the ability to apply insights from multiple disciplines to engage effectively with a diverse world.

University Learning Objectives

Wright State graduates will be able to:

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

The Elements of the Wright State Core: Foundations

The Elements of the Wright State Core are the foundational skills, the broad areas of knowledge and practice, and the global, historical, and cultural perspectives that together will provide Wright State University students with the ability to negotiate their roles successfully and constructively in a changing world. Even more than in the past, graduates must be proficient writers, must be mathematically literate, and must understand the methods of inquiry of the historian, the scientist, and the humanist.

The Elements of the Wright State Core: Innovations

The Wright State Core proposes to expand upon the strengths of the current General Education program with increased emphasis in global studies, in multicultural competence, in digital literacy, in diversity education, and in community-based learning. The Wright State Core encourages faculty to collaborate in developing themed clusters of classes, allowing students to experience the ways different disciplines will approach broad subjects. The Wright State Core is open to interdisciplinary offerings that will encourage students and faculty to think across traditional boundaries. The Wright State Core goes beyond students' first two semesters at a university: it encourages them to grow as writers and learners by integrating some classes into their studies after the first year. And the Wright

49 State Core proposes to permit students to meet certain learning objectives with
50 undergraduate research opportunities, study abroad and internships.

51

52 **Recommended Innovations**

53

54 **A. Multicultural Competence:** Today's university graduate must possess multicultural
55 competence, including the skills to be able to engage in an informed way with diverse
56 peoples, cultures, and histories. Developing such skills requires exposure to, knowledge
57 of, and appreciation for cultural, economic, social, and racial diversities within the United
58 States and throughout the world. Therefore, the Wright State Core will require that all
59 students complete at least two approved Core courses that have been designated as
60 containing a significant component of diversity or multicultural competence. Courses from
61 any Element of the Wright State Core may be identified for this designation. Typically,
62 students will meet the requirement with the following courses:

- 63 1) One multicultural course will normally be the interdisciplinary Global Studies course
64 taken in Element 3.
- 65 2) A second multicultural course may be one of the following:
- 66 a. A second interdisciplinary Global Studies course
 - 67 b. An approved Wright State Core diversity course from a list of those available
 - 68 c. An approved Wright State Core course requiring study abroad (e.g. an
69 Ambassador course)
 - 70 d. An approved Wright State Core course with a Service Learning designation
71 (SRV or SRV-I)

72 The second multicultural course may be offered and taken in any Element of the
73 Wright State Core, or students may take it as one of the additional Core courses.

74

75 **B. Themed Clusters:** The committee endorses the creation of "Themed Clusters" of
76 courses as part of the Wright State Core. Themed Clusters will allow students to address
77 "big questions—both contemporary and enduring," and to integrate their learning across
78 disciplines. For example, the theme of "Environmental Sustainability" might be shared by
79 several classes in a term, including an EES class, a composition class, and a global
80 studies class exploring the environmental impact of global development. The theme of
81 "Technology and Society" might be common to a course in the natural sciences, a course
82 on the history of science and its impact upon society, and an anthropology course looking
83 at the technologies and social systems of different cultures. The theme of "Political
84 Discourse" might be shared by a PLS class, a composition class, and a humanities class
85 which focused in part on political philosophy. Such an approach would build upon the
86 successful first-year program, which groups students in "learning communities" taking
87 common classes in the current GE program. The committee envisions these themed
88 clusters as being available to students throughout their work in the Wright State Core, into
89 their second year of undergraduate study and beyond.

90

91 **C. Themed Tracks:** The structure of the program shell also permits programs and
92 colleges to develop themed tracks for students, using courses in individual Elements as
93 well as the additional Core courses. Themed tracks might include "Cultural Diversity,"
94 "Western Civilization," "America in the World," and numerous other topics. Each of these
95 tracks could draw from different Elements and/or the additional Core courses.

96 **D. Interdisciplinary Courses:** Interdisciplinary courses include content or methodology
97 drawn explicitly from two or more disciplines and provide students with opportunities for
98 integrating knowledge. First, the committee expects that contributing departments will
99 continue to offer interdisciplinary courses on global studies within Element Three (see
100 below). Similarly, an interdisciplinary natural science course may be offered under the
101 WCS (Wright Core Science) prefix in Element Six. Further, the opportunities exist for
102 creative new courses on topics like Technology and Society, which could be taught in
103 Element Three, Element Five, or even Element Four, depending on the expertise of the
104 instructor. Such interdisciplinary courses as these would fall within a single Element of the
105 Core but allow for the material to be approached from the perspectives of several
106 disciplines. Alternatively, an interdisciplinary course could be offered that would count in
107 several Elements of the Core. For example, a single course in “Environmental
108 Sustainability” might count as a social science or as a course in global studies. Students
109 would be permitted to satisfy the requirement of either Element with such a course.
110

111 **E. Vertical Integration:** To the degree possible, the Wright State Core should allow for
112 the appropriate designation of courses as being intended for new students or for students
113 in later years. This vertical integration of the Core within our students’ programs of study
114 will allow us to structure learning and practice in key skills and core knowledge with an
115 awareness of our students’ growth and development. For example, the two required
116 courses in writing (replacing ENG 101 and 102) will be ordered so that students should
117 take the first course during the first year but are required to take the second course in the
118 second year or later. This will encourage students to grow as academic writers within their
119 majors. Other vertically integrated sequences are possible.
120

121 **F. Service Learning:** The committee encourages departments to offer courses that
122 include a Service Learning component in any Element of the Core. Courses that include
123 service learning reinforce their academic learning outcomes with service activities that
124 benefit both the students and the community; such courses also help students “participate
125 in democratic society as informed and civically engaged citizens,” a university learning
126 objective. Currently, such courses are offered throughout the university curriculum. The
127 committee has included approved Core courses that are designated SRV and SRV-I
128 among those available to satisfy the multicultural competence requirement.
129

130 **G. Technological Awareness:** University learning objectives include “understanding of
131 contemporary social and ethical issues.” The Wright State Core will help prepare students
132 for careers in a technologically complex world. Students will conduct research, learn about
133 the world, and write texts in electronic environments. Students should also be able to
134 explore technology itself from a variety of viewpoints. The committee encourages
135 departments to create courses in any element examining technology in its historical,
136 philosophical, and social dimensions.
137

138 **H. Independent Learning Experiences:** Likewise, the committee encourages
139 departments to create opportunities for experiential learning outside the classroom,
140 including possibly undergraduate research, study abroad, or internships. The committee
141 proposes that students could take a maximum of seven hours of courses as Independent
142 Learning Experiences. All such Independent Learning Experiences must be preapproved
143 by the appropriate department and must be offered under course numbers preapproved by
144 the University General Education Committee.

145 **I. First Year Program:** The committee recommends building on the alignment between
 146 the Wright State Core and the First Year Program (FYP). The Wright State Core
 147 emphasizes foundational academic skills, breadth of knowledge, multicultural awareness,
 148 and integrated learning. As part of the FYP, most first-year students join learning
 149 communities, small groups of students co-enrolled in the same Wright State Core course
 150 and in a first year seminar. Many learning communities also include a service learning
 151 component and other activities designed to enhance students' multicultural awareness and
 152 civic engagement. Thus, in addition to promoting academic success, the learning
 153 community provides opportunities for integrating concepts encountered in the classroom
 154 with students' campus and community lives. The Wright State Core proposes to increase
 155 the visibility of these ties between Core learning outcomes and learning community
 156 experiences by providing themed clusters of courses in which students co-enroll and by
 157 offering multicultural and service learning courses. These alignments of the FYP and the
 158 Core will provide first year students with engaging learning experiences and extend similar
 159 experiences throughout the Core.

160

161 **Learning Outcomes for Each Element:** At the completion of the Wright State Core, a
 162 student will be able to do the following:

Element	Learning Outcomes
<p>1. Communication</p> <p><i>The foundational skills students need in academic writing, research, and documentation in an electronic environment</i></p>	<ul style="list-style-type: none"> a. Adapt writing processes and strategies for audience, purpose, and type of task b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances c. Employ appropriate mechanics, usage, grammar, and spelling conventions d. Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments e. Present focused, logical arguments that support a thesis f. Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately g. Use electronic environments to draft, revise, edit, and share or publish texts

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Element	Learning Outcomes
<p>2. Mathematics</p> <p><i>The foundational skills required to use and interpret mathematics and statistics</i></p>	<ul style="list-style-type: none"> a. Identify the various elements of a mathematical or statistical model b. Determine the values of specific components of a mathematical/statistical model or relationships among various components c. Apply a mathematical/statistical model to a real-world problem d. Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data e. Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs
<p>3. Global Traditions</p> <p><i>Historical analysis and global perspectives necessary to understand our diverse world</i></p>	<ul style="list-style-type: none"> a. Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues
<p>4. Arts/Humanities</p> <p><i>Tools for analysis and appreciation of the arts, philosophy, and religious thought</i></p>	<ul style="list-style-type: none"> a. Critically analyze significant creative, philosophical or religious works b. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works c. Recognize, evaluate and respond to creative, philosophical or religious works d. Develop appropriate and ethical applications of knowledge in the humanities or the arts

Element	Learning Outcomes
<p>5. Social Science</p> <p><i>Perspectives on human behavior and culture informed by the disciplines of the social sciences</i></p>	<ul style="list-style-type: none"> a. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns b. Explain and critique the methods of inquiry of social science disciplines c. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge d. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society
<p>6. Natural Science</p> <p><i>Introductions to the scientific understanding of physical and biological phenomena</i></p>	<ul style="list-style-type: none"> a. Understand the nature of scientific inquiry b. Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources c. Distinguish between science and technology and recognize their roles in society d. Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry e. Discuss fundamental theories underlying modern science

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Learning Outcomes for the Multicultural Competence Course

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At the conclusion of any approved Wright State Core class designated as meeting the Multicultural Competence requirement, a student will be able to do the following:

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- a. Demonstrate knowledge of cultural, economic, social or racial diversities in the United States or throughout the world.

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- b. Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity.

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- c. Demonstrate an understanding of contemporary social or ethical issues related to diversity.

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- d. Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories.

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181 **The Wright State Core Program Shell and Recommendations for Implementation**
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Elements	Required distributions	HRS
1. Communication	One freshman composition course One second-year writing course	6
2. Mathematics	One course	3
3. Global Traditions	One interdisciplinary Global Studies course One history course	6
4. Arts/ Humanities	One course	3
5. Social Science	Two courses from different disciplines	6
6. Natural Science	Two lecture/lab science courses	8
Additional Core Courses	Two additional approved Wright State Core courses from any of the Elements (some programs may designate these courses)	6
Multicultural Competence	As part of the Core, in addition to the interdisciplinary Global Studies Course (Element 3), students must take a second designated multicultural competence class in any Element or as an additional course within the Core	n/a
Writing Across the Curriculum	As part of the Core, students must take two Integrated Writing (IW) Core courses	n/a
TOTAL	12 courses	38

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Recommendations for WAC in the Wright State Core

In addition to two composition courses, all degree-seeking undergraduates must complete a minimum of two integrated writing (IW) courses in the Wright State Core.

Recommendations for the Development of Wright State Core Courses

191
192 Wright State Core courses will provide students foundational skills, breadth of
193 knowledge, and perspectives for integrating learning. Each Core course should be
194 designed to provide WSU students the experiences necessary to achieve the learning
195 outcomes of the Core Element for which it is proposed. A course that meets the
196 learning outcomes of two Elements may be listed in both, and credit for completing the
197 course can be assigned to either Element. Most of the Core courses will be part of
198 Wright State's Transfer Module and therefore should meet the requirements set by the
199 Ohio Board of Regents. Core courses and the first course in a Core sequence should
200 assume entry-level college proficiencies but, in general, not require additional
201 prerequisites. Colleges, departments, and pre-professional programs may require
202 particular Core courses for their majors. Some Core courses, for example Honors
203 Program Core Courses, may be open only to students who meet specific criteria.

204 Recommendations for the Approval Process for Wright State Core Courses

205 As part of Wright State's semester conversion course approval process, proposals for
206 Wright State Core courses will be reviewed by the University General Education
207 Committee (UGEC), a subcommittee of the Undergraduate Curriculum and Academic
208 Policy Committee, with consultation by the Semester Transition Team General
209 Education Subcommittee. Each submission should include a course inventory request,
210 a Core proposal, and a master syllabus. The master syllabus should clearly identify the
211 course learning outcomes. Templates for the proposal and master syllabus will be
212 available online.

213

214 Recommendations for Assessment of the Wright State Core Program

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- 216 • UGEC will work with academic departments to address the Wright State Core
217 learning outcomes as part of their annual assessment.
- 218 • UGEC will work with the Undergraduate Academic Program Review Committee to
219 include assessment of the Core learning outcomes as part of the Academic Program
220 Review procedure.
- 221 • UGEC will continue to survey students regarding their assessment of GE (Wright
222 State Core) learning outcomes and will institute an annual survey of faculty teaching
223 Core courses.
- 224 • UGEC (and the WAC Committee whenever IW courses are involved) will work with
225 faculty teaching in each Element to develop direct assessment strategies. UGEC will
226 review assessment outcomes and based on the findings make recommendations for
227 continuous improvement. Elements will be reviewed on a rotating basis: Year 1 will
228 focus on Elements 1 and 2; year 2 will focus on Elements 3 and 4; and year 3 will
229 focus on Elements 5 and 6.

230

**231 Recommendations for the General Education Program to Wright State Core
232 Transition Plan**

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234 The Plan for transition and transfer students will be completed when the courses
235 proposed by the Colleges and Departments have been approved for inclusion in the
236 Core.

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Revised 12/29/09

Course Proposal Form for WS Core

Wright State Core courses provide students foundational skills, breadth of knowledge, and perspectives for integrating learning. The Core Proposal is posted at:

<http://www.wright.edu/academicaffairs/semesters/committees/ge/docs/Official%20Wright%20State%20Core%2011-17-09-2-2-1.pdf>

Most Core courses will be part of Wright State's Transfer Module and therefore should meet the requirements set by the Ohio Board of Regents. Narrowly focused technical or pre-technical courses and those primarily designed for skill development or as preparation for advanced study in a major will not be approved by Ohio Transfer Module faculty review panels. With the exception of the second course in a Core sequence, Core courses should assume entry-level college proficiencies and, in general, not require additional prerequisites; therefore, courses proposed for the Core typically will be at the 1000 or 2000 level. Core courses should have a broad focus characteristic of general education and address one or more of the University Learning Objectives. Core courses should provide students experiences necessary to achieve all learning outcomes of the designated Element, including a basic understanding of the modes of inquiry common to the discipline(s) representative of the designated Element(s). A course that meets all learning outcomes of two Elements may be listed in both; credit for completing the course can be assigned to either Element (but not both). Colleges, departments, and pre-professional programs may require designated Core courses for their majors. Some Core courses, for example Honors Program Core Courses, may be open only to students who meet specific criteria. To propose a Core course please provide the following information.

Department: _____ **Course Number** _____

Course Title: _____

Catalogue Course Description:

This course is being submitted for the following Element(s) of the Wright State Core (check as many as apply):

- | | |
|----------------------------|----------------------------|
| _____ 1. Communication | _____ 2. Mathematics |
| _____ 3. Global Traditions | _____ 4. Arts & Humanities |
| _____ 5. Social Science | _____ 6. Natural Science |

This course is also being submitted to satisfy the following requirement(s):

___ Integrated Writing (IW) ___ Multicultural Competence ___ Service-Learning
If one or more are checked please complete all relevant questions below.

Please attach a master syllabus following the template provided as part of this electronic submission process and respond to the following items.

1. Please describe how the course provides opportunities for students to meet the University Learning Objectives (as many as appropriate):

- 8. communicate effectively
- 9. demonstrate mathematical literacy
- 10. evaluate arguments and evidence critically
- 11. apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities
- 12. demonstrate global and intercultural competence
- 13. demonstrate understanding of contemporary social and ethical issues
- 14.

2. How does the proposed course meet the learning outcomes for the Element(s) for which it is being submitted?

<p>1. Communication</p> <p><i>The foundational skills students need in academic writing, research, and documentation in an electronic environment</i></p>	<ul style="list-style-type: none"> h. Adapt writing processes and strategies for audience, purpose, and type of task i. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances j. Employ appropriate mechanics, usage, grammar, and spelling conventions k. Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments l. Present focused, logical arguments that support a thesis m. Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately n. Use electronic environments to draft, revise, edit, and share or publish texts
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<p>2. Mathematics</p> <p><i>The foundational skills required to use and interpret mathematics and statistics</i></p>	<ul style="list-style-type: none"> f. Identify the various elements of a mathematical or statistical model g. Determine the values of specific components of a mathematical/statistical model or relationships among various components h. Apply a mathematical/statistical model to a real-world problem i. Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data j. Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs
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<p>3. Global Traditions</p> <p><i>Historical analysis and global perspectives necessary to understand our diverse world</i></p>	<ul style="list-style-type: none"> d. Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world e. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally f. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues
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Wright State Core Course Proposal DRAFT 12-29-09

<p>4. Arts/Humanities</p> <p><i>Tools for analysis and appreciation of the arts, philosophy, and religious thought</i></p>	<ul style="list-style-type: none"> e. Critically analyze significant creative, philosophical or religious works f. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works g. Recognize, evaluate and respond to creative, philosophical or religious works g. Develop appropriate and ethical applications of knowledge in the humanities or the arts
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<p>5. Social Science</p> <p><i>Perspectives on human behavior and culture informed by the disciplines of the social sciences</i></p>	<ul style="list-style-type: none"> e. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns f. Explain and critique the methods of inquiry of social science disciplines g. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge h. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society
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<p>6. Natural Science</p> <p><i>Introductions to the scientific understanding of physical and biological phenomena</i></p>	<ul style="list-style-type: none"> f. Understand the nature of scientific inquiry g. Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources h. Distinguish between science and technology and recognize their roles in society i. Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry j. Discuss fundamental theories underlying modern science
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Normally, courses in the Wright State Core, by their nature, have no prerequisites. If students must meet certain requirements to take the proposed course, please list them and explain (a) why completion of the high school college prep curriculum is not sufficient for this course, and (b) exactly how any special requirements will aid the successful completion of the course.

Describe how you will evaluate the effectiveness of this course in meeting the University Learning Objective(s) identified in question 1 and the learning outcomes of the Element(s) for which it is being proposed. Specifically address:

- a) Methods used to gather student perceptions of the course and how well it meets the stated learning outcomes (*for example, a standard questionnaire about student perception is now distributed in GE classes; some adaptation of this questionnaire will be available; also indicate any other tools you will use*)
- b) Strategies for directly assessing student learning outcomes (*examples could include exams, papers, portfolios, other assignments*)
- c) Strategies for analyzing the results of the assessment and for communicating the findings to those responsible for course improvements and to the University General Education Committee (UGEC)

Who will teach this course? Please list the name, rank, and department affiliation of each individual likely to teach the course in the first two years of the Wright State Core.

Whom may UGEC contact with any questions about this particular course and its assessment (name, campus phone, email address)?

If the course is to be designated as an Integrated Writing (IW) course, indicate on the syllabus or provide any necessary additional documents (e.g., writing assignments or other handouts) to indicate how the course meets the following IW guidelines:

- The ability to communicate effectively in writing is identified as an outcome of the course and the IW learning outcomes are listed on the syllabus:
Students will be expected to produce writing that
 - *Demonstrates their understanding of course content,*
 - *Is appropriate for the audience and purpose of a particular writing task,*
 - *Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and*
 - *Shows competency in standard edited American English.*
- Criteria for evaluating writing are clearly articulated and provided to students.
- Students will receive response to their writing and have opportunities to use that response to improve their writing.
- Writing counts toward the course grade. Students should not be able to pass the course without completing the writing assignments.
- A significant amount of writing is required. Over the course of the semester, students should be expected to write informal texts, drafts, and graded drafts totaling approximately 2,000 words in IW Wright State Core courses. Disciplines for which word count seems an inadequate measure of student engagement in writing should propose an alternative that will meet the IW learning outcomes.
- Whenever resources permit, IW class enrollment should be limited to 25, the maximum size for literature discussion classes recommended by both the National Council of Teachers of English and the Association of Departments of English. However, approval of proposed IW courses will not hinge on class size alone. Larger classes designated as IW should provide some means of giving timely, meaningful individual responses to student writing (e.g., through the use of trained graduate teaching assistants). Approval of proposed IW courses will not hinge on class size alone.

8. If the course is to be designated as a Multicultural Competence Course, describe how the course will meet the learning outcomes (additional information on multicultural competence courses can be found in the Core Proposal posted on the website provided above):

- a) Demonstrate knowledge of cultural, economic, social or racial diversities in the United States or throughout the world
- b) Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity
- c) Demonstrate an understanding of contemporary social or ethical issues related to

diversity

- d) Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories

9. If all sections of the course are consistently to be designated as service-learning, briefly describe:

- a) The service learning project and the community need the project will meet
- b) The learning objective(s) the project will help meet and how
- c) Who the community partners are and their level of involvement in planning, supervision, feedback and evaluation
- d) The orientation students will receive in preparation for the service experience and the service site
- e) The academic assignments (readings, writings, presentations, etc.) that will help students process their learning from the service experience and connect the experience to course objectives and the percentage of the course grade that will be tied to the service project
- f) How the reflection assignments will be assessed
- g) The approximate number of hours per term students will engage in the service-learning project

Note: If only some sections of the course will be designed as service-learning, do not complete the above description and contact the Service-Learning Committee. The Service-Learning (SRV) and Service-Learning Intensive (SRV-I) course designations are approved by the Service-Learning Committee, a sub-committee of UCAPC. (For definitions of these designations, see

http://www.wright.edu/academicaffairs/servicelearning/sl_criteria.html

DRAFT 12/29/09

1 **Writing Across the Curriculum Semester Conversion:**
2 **A Proposal**

3
4 **GOALS OF THE WRITING ACROSS THE CURRICULUM PROGRAM**

5 Wright State University’s Writing Across the Curriculum (WAC) program has three goals:

- 6 • To help students grow as writers,
7 • To encourage students to use writing as a tool to discover and communicate ideas, and
8 • To introduce students to discipline-specific ways of writing.

9
10 **LEARNING OUTCOMES**

11 Wright State students will be able to produce writing that

- 12 • Demonstrates their understanding of course content,
13 • Is appropriate for the audience and purpose of a particular writing task,
14 • Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course
15 (including documentation conventions), and
16 • Shows competency in standard edited American English.

17
18 **RECOMMENDED GRADUATION REQUIREMENT**

19 In addition to completing the writing requirement established in Element One (Communication) of the
20 Wright State Core (the new General Education program), students must complete

- 21 • at least two designated integrated writing (IW) courses within the other elements of the Wright
22 State Core and
23 • at least two designated IW courses in the major.

24
25 **CHANGE OF DESIGNATION FROM WI TO IW**

26 Courses in the program will be described as Integrated Writing (IW) courses rather than Writing
27 Intensive. In IW courses, writing with guidance from the course instructor is an important component of
28 the learning, but writing instruction may not be the main focus of the course. For this reason, members of
29 the committee believe that the “integrated writing” designation is a more accurate representation of the
30 goals of the program and of the approach to writing anticipated to be typical of the course.

31
32 **DESCRIPTION OF IW COURSES**

33 Courses should be designated as IW only when the learning outcomes of the course, typical mode of
34 instruction, and class size are compatible with the IW outcomes identified above. IW courses should meet
35 the following criteria:

- 36 • The ability to communicate effectively in writing is identified as an outcome of the course and the
37 IW learning outcomes are listed on the syllabus.
38 • Criteria for evaluating writing are clearly articulated and provided to students.
39 • Students will receive response to their writing and have opportunities to use that response to
40 improve their writing.
41 • Writing counts toward the course grade. Students should not be able to pass the course without
42 completing the writing assignments.
43 • A significant amount of writing is required. Over the course of the semester, students should be
44 expected to write informal texts, drafts, and graded drafts totaling approximately 2,000 words in
45 IW Wright State Core courses and informal texts, drafts, and graded drafts totaling approximately
46 5,000 words in IW courses in the major. Disciplines for which word count seems an inadequate
47 measure of student engagement in writing should propose an alternative that will meet the IW
48 learning outcomes.

- 49 • Whenever resources permit, IW class enrollment should be limited to 25, the maximum size for
50 literature discussion classes recommended by both the National Council of Teachers of English
51 and the Association of Departments of English. However, approval of proposed IW courses will
52 not hinge on class size alone. Larger classes designated as IW should provide some means of
53 giving timely, meaningful individual responses to student writing (e.g., through the use of trained
54 graduate teaching assistants).

55

56 **APPROVAL OF IW DESIGNATION**

57 The IW designation for a course must be approved by the WAC Committee, a standing subcommittee of
58 the Undergraduate Curriculum and Academic Policy Committee. Because approval is limited to the IW
59 designation, it can be built into the workflow course inventory and modification procedure at the point
60 deemed most appropriate.

61

62 **IW COURSE INVENTORY**

63 There should be a stable inventory of IW courses in the Wright State Core and in the major. Courses
64 identified as IW will be uniformly offered as IW. That is, all sections of IW courses should be IW
65 whenever that course is offered, thus allowing students to plan reliably and simplifying departments'
66 scheduling procedures.

67

68 **IW GRADE**

69 This WAC program eliminates the need for a separate grade for an IW component of a course. The ability
70 to communicate effectively in writing is identified as a significant course outcome of all IW courses,
71 writing is factored into the course grade in all IW courses, and there is a stable inventory of clearly
72 designated IW courses so that no separate tracking is required. Therefore, there is no need for a separate
73 grade for writing.

74

75 **PREREQUISITE FOR IW COURSES IN THE MAJOR**

76 The WAC program approved by the General Faculty and the Academic Council in 1995 included this
77 stipulation: "Successful completion of Area One General Education writing courses (ENG 101 and 102)
78 is a prerequisite for all Writing Intensive courses in the major." Working in conjunction with the Wright
79 State Core Committee, the WAC Committee will develop an appropriate prerequisite for IW courses in
80 the major.

81

82 **TRANSFER, TRANSITION, AND RETURNING STUDENTS**

83 **Transfer Students—IW Requirements in Wright State Core**

84 Transfer students can satisfy the IW requirements in the Wright State Core in the following ways:

- 85 • Transfer students who have completed the Ohio Transfer Module will be considered as having
86 met the IW requirement in the Wright State Core.
- 87 • Transfer students who have completed the equivalent of the Wright State Core when they
88 matriculate at Wright State will be considered as having met the IW requirement in the Wright
89 State Core.
- 90 • Transfer students who have completed the equivalent of less than 50% (less than 19 semester
91 hours) of the Wright State Core when they matriculate at Wright State must complete two IW
92 courses in the Wright State Core.
- 93 • Transfer students who have completed the equivalent of 50-75% (19-28 semester hours) of the
94 Wright State Core when they matriculate must complete one IW course within the Wright State
95 Core.
- 96 • Transfer students who have already completed the equivalent of 75% or more of the Wright State
97 Core may satisfy the IW requirement by completing one IW course in the Wright State Core or

98 by preparing an acceptable portfolio that includes writing on demand or by completing an
99 approved advanced writing course.

100

101 **Transfer Students—IW Requirements in the Major**

102 All transfer students must satisfy the IW requirement in the major either by completing two IW courses at
103 Wright State or by completing an independent writing project or independent reading course as described
104 below.

105

106 **Transition and Returning Students—IW Requirements in Wright State Core**

107 Transition and returning students can satisfy the IW requirements in the Wright State Core in the
108 following ways:

- 109 • Transition and returning students who have completed the General Education requirements in
110 effect when they matriculated will be considered as having met the IW requirement in the Wright
111 State Core.
- 112 • Transition and returning students who have completed three or more WI courses in the current
113 General Education program will be considered to have completed the IW requirement for the
114 Wright State Core.
- 115 • Students who have completed two WI courses in the current General Education program must
116 complete at least one IW course in the Wright State Core.
- 117 • Students who have completed one WI course in the current General Education program must
118 complete at least two IW courses in the Wright State Core.

119

120 Returning, transfer, transition, or other students who cannot successfully complete two IW courses in the
121 Wright State Core (excluding the Wright State Core writing requirement) may satisfy the IW requirement
122 in any of the following ways:

- 123 • pass one IW course in the Wright State Core and earn a grade of C or better in an approved
124 advanced writing course.
- 125 • pass one IW course in the Wright State Core and prepare an acceptable portfolio that includes
126 writing on demand.
- 127 • earn a grade of C or better in an approved advanced writing course and prepare an acceptable
128 portfolio that includes writing on demand.
- 129 • complete an additional IW course in the major beyond the two required IW courses in the major.

130 The above options are limited to meeting the IW requirement for the Wright State Core.

131

132 **Transition and Returning Students—IW Requirements in the Major**

133 All students must complete at least two courses designated either WI (quarter courses) or IW (semester
134 courses) in the major. Any combination of WI and IW courses will satisfy this requirement. Returning,
135 transfer, transition, or other students who cannot successfully complete two IW or WI courses in the
136 major may satisfy this requirement by completing an independent writing project within the program or
137 by taking a designated IW independent reading course. Each department will designate the appropriate
138 course needed to complete the requirement. Students may use an independent writing project or
139 designated IW independent reading course to fulfill only one of the two-course requirement. This option
140 is limited to fulfilling the IW requirement in the major. Whenever changes to the curriculum result in a
141 redistribution of IW courses in the major, departments should ensure that the individual advising plans for
142 transition students address the IW requirement in the major.

143

144 **RECOMMENDATIONS FOR ASSESSMENT**

145 Assessment of the WAC program will be integrated into existing assessment efforts at the university:

- 146 • The WAC Committee will work with academic departments to address the student WAC learning
147 outcomes as part of their annual assessment.

- 148 • The WAC Committee will work with the Wright State Core Committee to integrate the student
149 WAC learning outcomes into WSC assessment activities.
- 150 • The WAC Committee will work with the Undergraduate Academic Program Review Committee
151 to include the student WAC learning outcomes as part of the Academic Program Review
152 procedure.
- 153 • The WAC Committee will continue to solicit feedback from faculty (e.g., via annual survey of
154 faculty teaching WI courses) and students (e.g., via annual assessment of GE outcomes
155 administered each spring).
- 156 • Following the third year of semester implementation (AY 2014-15), Faculty Senate should call
157 for a review of the program, with particular emphasis on the findings of departmental and Wright
158 State Core assessment activities.
- 159
160
161
162
163
164
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167

168 **AN ADDITIONAL RECOMMENDATION FOR ONGOING RESEARCH**

169 In the process of developing this proposal, the members of the committee researched nationally
170 recognized writing programs at a number of schools (the University of Denver, UC Davis, Washington
171 State, Indiana University, North Carolina State, and others). Program descriptions at these schools
172 suggested a high degree of integration among the various constituents of their writing programs—
173 including the writing course(s) required of all students, advanced courses for writing in the disciplines,
174 the WAC program, the writing center, and sometimes faculty development offices.

175
176 Committee members believe that such integration would be extremely helpful in achieving the goals of
177 the WAC program. At the same time, we recognize that a recommendation for what might well be
178 significant changes is outside the scope of the present committee's charge; moreover, it would require
179 longer than the time allotted for converting the WAC program to carry out additional research and to
180 engage in substantial discussions with potential stakeholders. Therefore, the committee recommends the
181 appointment of a group charged to investigate ways of achieving greater integration of the writing
182 programs at Wright State and to report its findings and any recommendations to the appropriate
183 university-level body. Should such a group be appointed, its efforts should be coordinated with the
184 assessment activities recommended above.

Integrated Writing (IW) Courses in the Major

For Integrated Writing (IW) courses within the Wright State Core, IW information is provided as part of the Core proposal. No additional form is needed.

To propose that a course in the major be designated as IW, please fill out and attach the form below; add any explanatory notes on the second page. In addition, attach a syllabus and any additional documents needed (e.g., writing assignments) to demonstrate how the course meets the IW guidelines. These documents may include current quarter course writing assignments or other handouts (e.g., grading criteria) that will be adapted for use with semester courses.

Check if information appears on attached syllabus	Check if information appears on other attached document	IW Guidelines
_____	_____	<p>The ability to communicate effectively in writing is identified as an outcome of the course and the IW learning outcomes appear on the syllabus:</p> <p><i>Students will be expected to produce writing that</i></p> <ul style="list-style-type: none"> • <i>Demonstrates their understanding of course content,</i> • <i>Is appropriate for the audience and purpose of a particular writing task,</i> • <i>Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and</i> • <i>Shows competency in standard edited American English.</i>
_____	_____	Criteria for evaluating writing are clearly articulated and provided to students.
_____	_____	Students will receive response to their writing and have opportunities to use that response to improve their writing.
_____	_____	Writing counts toward the course grade. Students should not be able to pass the course without completing the writing assignments.
_____	_____	<p>A significant amount of writing is required. Over the course of the semester, students should be expected to write informal texts, drafts, and graded drafts totaling approximately 5,000 words in IW courses in the major.</p> <p>Disciplines for which word count seems an inadequate measure of student engagement in writing should propose an alternative that will meet the IW learning outcomes and explain how those outcomes will be met.</p>
Likely class size _____	_____	<p>Whenever resources permit, IW class enrollment should be limited to 25, the maximum size for literature discussion classes recommended by both the National Council of Teachers of English and the Association of Departments of English. Larger classes should provide some means of giving timely, meaningful individual responses to student writing (e.g., through the use of trained graduate teaching assistants, guided peer review, faculty release time from other course teaching assignments, class size reductions in other faculty teaching assignments).</p> <p>Approval of proposed IW courses will not hinge on class size alone.</p>

**Bachelor of Science - Education
Community Health Education
Non-licensure Concentration**

Revised: #####

Current Program	
Requirements	Credit Hours
RHB 210 - Intro to Alcohol & Drugs	0
HED 230 - Personal Health	4
HED 231 - Community Health	4
HED 333 - Human Sexuality	4
HED 334 - Health Behavior	4
HED 335 - Health Communications	4
HPR 362 - Nutrition for Health	3
HED 385 - Foundations of Teaching Health I	4
HED 430 - Health Program Planning	4
HED 485 - Foundations of Teaching Health II	4
HPR 200 - Activity (Water Safety Instruction)	3
HPR 201 - Activity (Team - VB/BB/SB/SOC)	4
HPR 202 - Fitness in Physical Education	4
HPR 203 - Activity (Leisure)	4
HPR 204 - Adventure Education	4
EDS 333 - Learning Differences (adapted PE)	4
HPR 241 - Intro to Health & PE	4
HPR 243 - Motor Development	4
HPR 244 - Motor Learning	4
HPR 245 - Checkpoint #1 Seminar	1
HPR 250 - Anatomy & Physiology I	0
HPR 251 - Anatomy & Physiology II	0
HPR 261 - Athletic Training & First Aid	4
HPR 311 - Psych Assess of Exc Child	4
HPR 345 - Checkpoint #2 Seminar	1
HPR 353 - Kinesiology	4
HPR 355 - Applied Exercise Physiology	4
HPR 356 - Res, Meas, & Eval in HPR	4
HPR 385 - Found. of Teaching Phys Ed I	4
HPR 485 - Found. of Teaching Phys Ed II	4
HPR 445 - Checkpoint #3 Seminar	2
ED 429 - Supervised Student Teaching	12
EDT 280 - Clsrm Appl of Computer Tech	4
ED 432 - Reading in Content Area	5
ED 301 - Schooling in a Pluralistic Society	5
ED 303 - Introduction to Educational Psych	5
ED 221 - Practicum	1
ED 321 - Practicum	1
Area I: Math & Communication (MTH 145, Eng 101 & Eng 102)	12
Area II: Cultural & Social Foundations	8
Area III: Health Behavior	8
Area IV: Human Expression	4
Area V: Natutal Sciences (HPR 250, HPR 251, Bio 107)	12
Area VI: College Requirement (RHB 210)	4
Two Additional: II, III, IV	8
Total	191

Proposed Program	
Requirements	Credit Hours
RHB 210 - Intro to Alcohol & Drugs (GEVI)	0
HED 230 - Personal Health	4
HED 231 - Community Health	4
HED 333 - Human Sexuality	4
HED 334 - Health Behavior	4
HED 335 - Health Communications	4
HED 362 - Nutrition for Health	3
HED 385 - Foundations of Teaching Health I	4
HED 430 - Health Program Planning	4
HED 357 - Chronic Disease (NEW)	4.5
ESS 472-Epidemiology & Community Health	3
CNL 463 - Mental Health	4
EES 362 Environmental Health	4
URS 475 Public & Nonprofit Mgt	4
URS 476 Fundraising & Grant Writing	4
URS 478 Managing Volunteers	4
HPR 202 - Fitness in Physical Education	4
HPR 204 - Adventure Education	4
EDS 333 - Learning Differences (adapted PE)	4
HPR 241 - Intro to Health & PE	4
HPR 243 - Motor Development	4
HPR 245 - Checkpoint #1 Seminar	1
HPR 250 - Anatomy & Physiology I (GEV)	0
HPR 251 - Anatomy & Physiology II (GEV)	0
HPR 261 - Athletic Training & First Aid	4
HPR 311 - Fitness Assmt & Programming	4
HPR 345 - Checkpoint #2 Seminar	1
HPR 353 - Kinesiology	4
HPR 355 - Applied Exercise Physiology	4
HPR 356 - Res, Meas, & Eval in HPR	4
HPR 445 - Checkpoint #3 Seminar	2
HPR 484 - Internship	12
EDT 280 - Clsrm Appl of Computer Tech	4
STT 160 - Statistics (GEI)	0
BIO 101 - Medical Terminology	4
Com 101 - Essentials of Public Address	3
HED 284 - Practicum	1
Area I: Math & Communication (STT 160- 5 hrs, Eng 101 & Eng 102)	13
Area II: Cultural & Social Foundations	8
Area III: Health Behavior	8
Area IV: Human Expression	4
Area V: Natutal Sciences (HPR 250, HPR 251, Bio 107)	12
Area VI: College (RHB 210)	4
Two Additional: II, III, IV	8
Total	183.5

**B.S.ED. Health & Physical Education
Sports Science Non-Licensure Concentration**

Current Program	
<i>Requirements</i>	<i>Credit Hours</i>
RHB 210 - Intro to Alcohol & Drugs	0
HED 230 - Personal Health	4
HED 231 - Community Health	4
HED 333 - Human Sexuality	4
HED 334 - Health Behavior	4
HED 335 - Health Communications	4
HPR 362 - Nutrition for Health	3
HED 385 - Foundations of Teaching Health I	4
HED 430 - Health Program Planning	4
HED 485 - Foundations of Teaching Health II	4
HPR 200 - Activity (Water Safety Instruction)	3
HPR 201 - Activity (Team - VB/BB/SB/SOC)	4
HPR 202 - Activity (Fitness in Physical Education)	4
HPR 203 - Activity (Leisure)	4
HPR 204 - Adventure Education	4
EDS 333 - Learning Differences (adapted PE)	4
HPR 241 - Intro to Health & PE	4
HPR 243 - Motor Development	4
HPR 244 - Motor Learning	4
HPR 245 - Checkpoint #1 Seminar	1
HPR 250 - Anatomy & Physiology I	0
HPR 251 - Anatomy & Physiology II	0
HPR 261 - Athletic Training & First Aid	4
HPR 311 - Psych Assess of Exc Child	4
HPR 345 - Checkpoint #2 Seminar	1
HPR 353 - Kinesiology	4
HPR 355 - Applied Exercise Physiology	4
HPR 356 - Res, Meas, & Eval in HPR	4
HPR 385 - Found. of Teaching Phys Ed I	4
HPR 485 - Found. of Teaching Phys Ed II	4
HPR 445 - Checkpoint #3 Seminar	2
ED 429 - Supervised Student Teaching	12
EDT 280 - Clsrn Appl of Computer Tech	4
ED 432 - Reading in Content Area	5
ED 301 - Schooling in a Pluralistic Society	5
ED 303 - Introduction to Educational Psych	5
ED 221 - Practicum	1
ED 321 - Practicum	1
Area I: Math & Communication (MTH 145, Eng 101 & Eng 102)	12
Area II: Cultural & Social Foundations	8
Area III: Health Behavior	8
Area IV: Human Expression	4
Area V: Natutal Sciences (HPR 250, HPR 251, Bio 107)	12
Area VI: College Requirement (RHB 210)	4
Two Additional: II, III, IV	8
Total	191

Proposed Program	
<i>Requirements</i>	<i>Credit Hours</i>
RHB 210 - Intro to Alcohol & Drugs	0
HED 230 - Personal Health	4
HED 231 - Community Health	4
HED 334 - Health Behavior	4
HED 362 - Nutrition for Health	3
HED 357 - Chronic Disease (NEW)	4.5
HPR 354 - Psych of Sport	3
ATR 302 - Strength and Conditioning	3
ATR 303- Therapeutic Exercise	3
ATR 482 - Pharmacology	3
PHY 111/101 - Introduction to Physics/Lab	5
HPR 202 Activity (Fitness in Physical Education)	4
EDS 333 - Learning Differences (adapted PE)	4
HPR 241 - Intro to Health & PE	4
HPR 243 - Motor Development	4
HPR 244 - Motor Learning	4
HPR 245 - Checkpoint #1 Seminar	1
HPR 250 - Anatomy & Physiology I (Gen)	0
HPR 251 - Anatomy & Physiology II (Gen)	0
HPR 261 - Athletic Training & First Aid	4
HPR 311 - Fitness Assmt & Programming	4
HPR 345 - Checkpoint #2 Seminar	1
HPR 353 - Kinesiology	4
HPR 355 - Applied Exercise Physiology	4
HPR 356 - Res, Meas, & Eval in HPR	4
HPR 445 - Checkpoint #3 Seminar	2
HPR 484 - Internship	12
EDT 280 - Clsrn Appl of Computer Tech	4
BIO 101 - Medical Terminology	4
Electives no more than 10 ch in BIPE	27
Area I: Math & Communication (STT 160- 5 hrs, Eng 101 & Eng 102)	13
Area II: Cultural & Social Foundations	8
Area III: Health Behavior	8
Area IV: Human Expression	4
Area V: Natutal Sciences (HPR 250, HPR 251, CHEM 101)	12
Area VI: College (RHB 210)	4
Two Additional: II, III, IV	8
Total	184.5

Specific changes include:Psychology Core Requirements:

- * We require PSY 304 (Industrial/Organizational) as one of the 7 Core Courses.
- We identify and recommend 300-level courses that closely complement the field of Industrial/Organizational Psychology but allow students some choice. To meet the 7-course requirement, students will be expected to complete at least 4 of the 6 recommended courses in addition to the required PSY 304 course. These courses are:
 - PSY 321: Cognition and Learning
 - PSY 361: Conditioning and Learning
 - PSY 331: Personality
 - PSY 351: Social
 - PSY 306: Engineering
 - PSY 307: Tests and Measures

Total Hours will not change.

Additional Notes:

- All of the changes above revolve around selecting from a subset of already existing courses in our department in order to better focus student training in the area of Industrial/Organizational Psychology. In addition, having an application process will enable us to identify interested students and proactively engage them and expose them to relevant information regarding internships, careers, graduate programs, etc.
- All of our informational materials encourage students to take additional advanced coursework in biology and chemistry using remaining electives. For this reason we strived to leave the current number of PSY hours the same and to leave the same number of general elective hours open for coursework outside of psychology.
- Admission Criteria: (1) completion of 96 hours of coursework (rising juniors), including PSY 304, (2) an overall GPA of 3.2, (3) declaration of psychology as the major, and (4) completion of an application form. Students will be notified upon admittance.
- Although the concentration is only open to psychology majors, any student may take the listed courses provided they have the necessary prerequisites.
- Graduation Criteria: (1) completion of the recommended coursework and (2) a GPA of 3.2 in psychology coursework.

Ohio Board of Regents

Memorandum:

Program Review Requirements during Semester Conversion

Wright State University

Ohio Board of Regents Major, Minor and Certificate

Semester Conversion Review Requirements



To: Provosts and Chief Academic Officers, University System of Ohio

From: Stephanie Davidson, PhD
Interim Vice Chancellor, Academic Affairs and System Integration

Date: November 9, 2009

Subject: Program Review Requirements during Semester Conversion

As institutions are going through the quarter-to-semester conversion process, questions have arisen as to whether or not it is necessary to have the revised academic programs approved by our office. This memo is intended to provide guidance to faculty members and administrators during the calendar conversion process.

Changes to Minors or Certificates. Changes to existing minors or certificate programs as a result of the calendar conversion process do not require a review by our office.

Changes to Majors. Changes to existing academic majors¹ (sometimes referred to as degree programs, specializations, or concentrations) do not need to be reviewed **unless the semester conversion process leads to a change of 50% or more of the content of the program.** In other words, if the majority of the content remains the same and has simply been revised or “repackaged” to fit within a semester system, there is no need to submit the program for approval.

We understand that faculty members may use the calendar conversion process as an opportunity to revise their curricula; those modifications do not trigger a review unless the 50% threshold is reached. For those modifications that do exceed the 50% threshold, please contact our office and ask for the “Change Request Form_Program Modifications” template.

Changes to Titles of Majors or Degrees. Our office must be informed of changes to the titles of majors or degrees. Please contact our office and ask for the “Change Request Form_Name Change” template.

Please feel free to contact me at any time if you have questions or would like to request any of our Change Request templates. My email address is sdavidson@regents.state.oh.us

¹ A “major” is defined as an integrated program of study of more than 30 semester (or 45 quarter) hours.

Ohio Board of Regents
Memorandum:
Calendar Conversion Review Process

Wright State University
Ohio Board of Regents Transfer Assurance Guide (TAG)
and
Ohio Transfer Module (OTM)
Semester Course Review Process



MEMORANDUM

TO: TAG Faculty Review Point Persons and OTM Faculty Panel Leads
FROM: Paula Compton, Associate Vice Chancellor, Articulation and Transfer
DATE: November 2, 2009
SUBJECT: Calendar Conversation Review Process

Seventeen public institutions plan to shift to a semester calendar beginning with the 2012-13 academic year. Each will need to submit its Ohio Transfer Module (OTM) and Transfer Assurance Guide (TAG) semester courses to the established faculty panels that review/approve such submissions. It is anticipated that the panels will start reviewing calendar conversion courses beginning Summer 2010.

Recognizing the workload issues that such a conversion process will entail, at both institutional and statewide levels, on September 25, 2009 representatives from all the current faculty panels were convened to discuss how best to approach this issue. Attached are diagrams that outline the two main paths for review/approval that will be adopted - full and partial reviews.

FULL REVIEW PROCESS

For new offerings, or courses that were previously approved in quarter hours but underwent a significant content change, full review is required and will be the same as the current practice that involves the creation of new courses in the inventory and new matches:

- complete data-entry with learning outcomes in the Course Equivalency Management System (CEMS),
- a copy of the new syllabus,
- submission to the OBR, and
- review by the full faculty panel

All learning outcomes and guidelines of the match being submitted must be completed by a content expert at the institution

See the attached diagram on the Full Review Process.

PARTIAL or “EXPEDITED” REVIEW PROCESS

Courses that are simply being converted from quarter to semester formats should be granted an expedited review. Such courses must have been previously approved and have not undergone a significant content

change during conversion. The subject area of the converted course must be on the eligible list, which will be discussed with the faculty panel leads.

Courses submitted in this manner will require:

a copy of the new syllabus,

a copy of the old syllabus,

a memorandum detailing the changes (semester formatting and/or content changes) – The learning outcomes or guidelines for these matches will not need to be filled out; the match only has to be marked as “expedited”,

submission to the OBR, and

that faculty panel leads will either approve the submission or send it to their panels for at least an additional two-person partial review

These expedited steps will speed up the review process. However, accurate course data-entry and complete course syllabi information are still needed.

See the attached diagram on the Partial or “Expedited” Review Process.

Note

1. There will be situations where courses can exist within multiple guarantees. For instance, if a course is being submitted for both TAG and OTM, but was only approved for a TAG previously, the TAG submission can be expedited. However, the OTM submission would need to go through a full faculty review. The materials submitted for the course would need to include the new and old syllabi and a memorandum containing changes to the course. Only the learning outcomes or guidelines for the OTM submission would need to be filled out.

2. The expedited process is not a guarantee of an automatic approval by the faculty panel. It is crucial that institutions do their best to create a syllabus with as much information as possible, such as weekly descriptions of content covered and textbooks. Several faculty panel leads have expressed their need for those items to make a solid decision for both full and expedited review processes, especially in the TAG sequenced courses, where faculty panels will want to see how learning outcomes are redistributed in the semester format. If a match is disapproved or is pending, it will be returned to the institution for rework and resubmission as a full review.

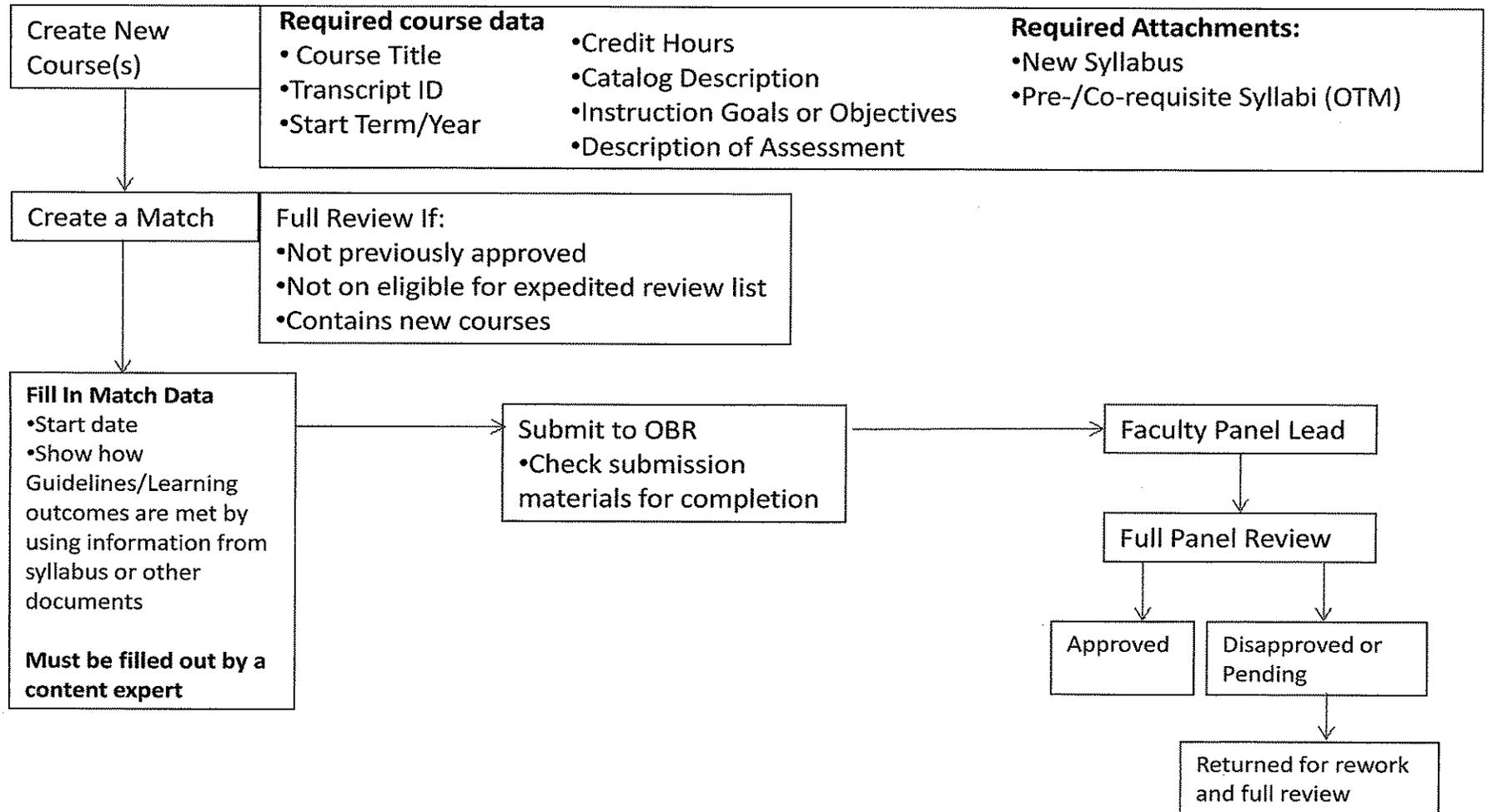
3. We depend heavily on your data-entry and data submission in CEMS and will do our best to make the technology work for you. Some user-friendly improvements for both institutions and faculty panels will be provided soon.

Your cooperation on this important effort is greatly appreciated. Thank you for your understanding, and please let us know if you have any questions or concerns. They can be directed to me at pcompton@regents.state.oh.us or (614) 466-3334. Also, you may contact Hideo Tsuchida at htsuchida@regents.state.oh.us or (614) 644-0642, or Sam Stoddard at sstoddard@regents.state.oh.us or (614) 752-9532.

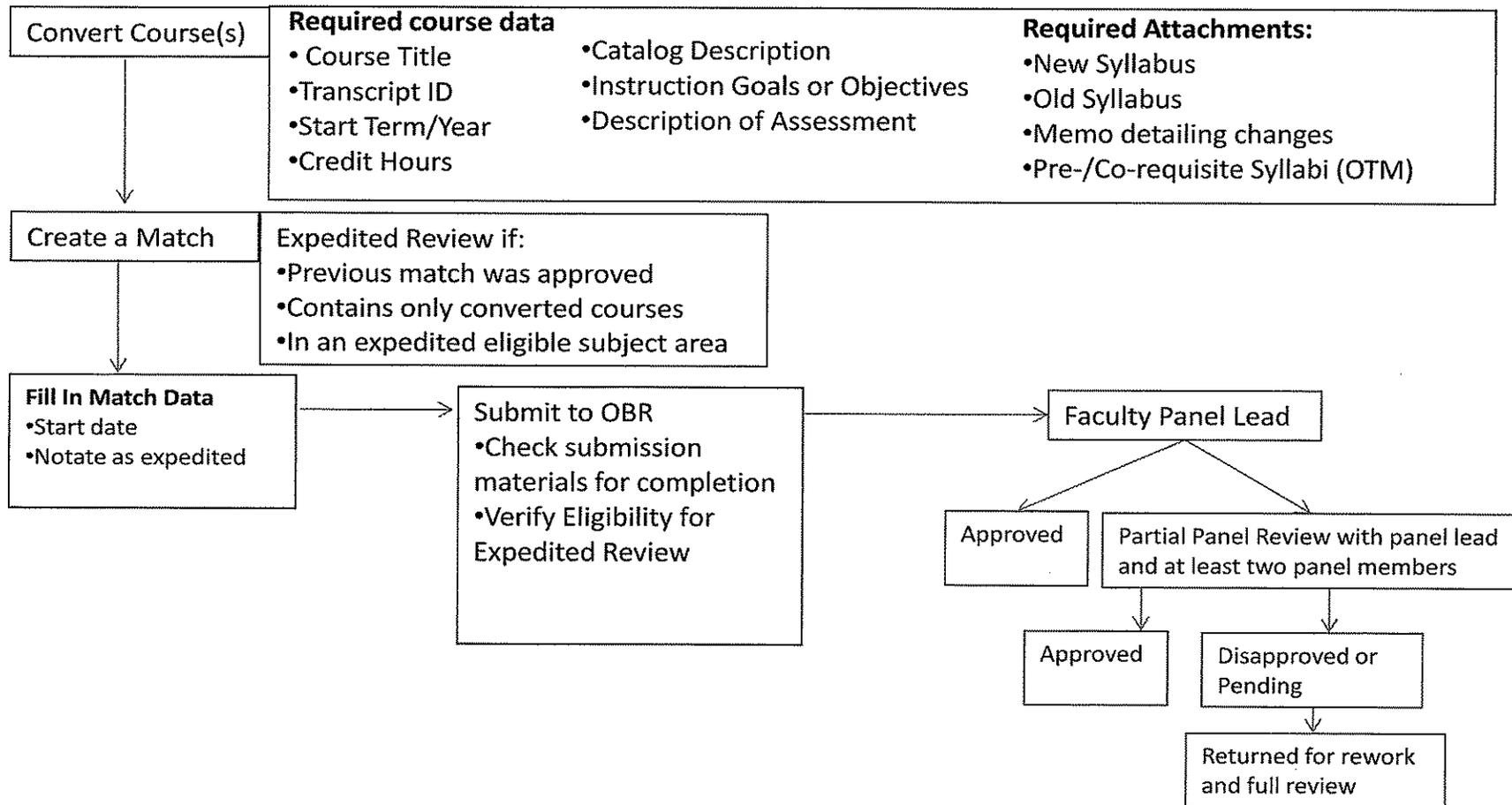
We will keep you informed as we develop the details of these review processes.

Attachments 2

Process for Full Review Including Course Inventory Creation and Match Submission



Process for Expedited Review Including Course Inventory Creation and Match Submission



Course Inventory Workflow Registrar's Office Recommendations
Semester Steering Committee
November 18, 2009

The following recommendations are based on a review of the Cognos report of saved courses and desire to obtain all necessary information from departments in one process, to enjoy efficiencies in the colleges and in the administrative offices.

COURSE EQUIVALENCIES:

Clarify of need to be specific with quarter course equivalencies to semester courses (the impact of which quarter courses are included to create the semester course).

Example: ACC 307, ACC 308, and ACC 309 will become ACC 3070 and ACC 3090

If ACC 307 and 308 are used to create ACCT 3070, the registrar's office will interpret ACC 308 as equivalent to ACCT 3070 (there must be a 1:1 relationship). In this case, it's likely that ACC 309 is equivalent to ACC 3090.

If ACC 3070 is used to create ACC 3070, then these two courses are equivalent and ACC 308 and ACC 309 are used to create ACC 3090 (actually only Acc 309 would need to be listed as ACC 309 is equivalent to ACC 3090 (we would take the most advance course as the equivalent course).

If two non-sequence quarter courses make up a new semester course, the Registrar's Office may not be able to determine the specific course equivalency if it's not evident which course is the more advanced. In these cases, it would be best to list only one course as equivalent (even though you may wish to copy another course for efficient data entry into the new semester course.

It is critical for us to have accurate and complete course equivalencies for degree audits, repeat processing and prerequisites.

Recommendation: The Registrar's Office will draft wording for review; Mary Holland and Wallace Neikirk and work to design a new field to capture the specific equivalent course.

PREREQUISITES:

Clarify prerequisite format to specify what Banner can and can not enforce (50% of program completed, one year of introductory biology, three courses in the major, any course above MTH xxx, etc.)

Recommendation: Registrar's Office can forward a document for inclusion.

REPEATS:

The course inventory work flow does not provide enough information to determine specific course repeat relationships.

Example: ACC 307 and ACC 308 become ACC 3070, thus ACC 308 is the equivalent of ACC 3070.

If a student is eligible for freshman forgiveness or to repeat ACC 3070 (repeat eligibility is included in the course work flow), does ACC 3070 replace ACC 308 (the equivalent course) and NOT Acc 307 (even though this material was also covered? If two quarter course grades were to be replaced by a semester course, this would change to total hours. Should there be a petition process to use the repeated course also for the second quarter course grade with the norm being a 1:1 relationship. Note that the semester course repeat (if 3 hrs.) will replace 2.667 semester credits (if a 4-credit course). If the semester course replaced two quarter courses, there would be an increase in hours total hours.

Recommendation: Adopt policy of semester course repeat can replace one quarter course grade. Add field to course inventory workflow asking departments to identify that course. Discussion can continue on circumstances where two quarter course grades might be considered for change.

COURSE FEES:

While not an academic matter, this information is directly tied to each course and should be included in the workflow to capture all course information at one time (vs. building another workflow to assure that this information is available electronically). Departments would insert the new course fee. Assuming course approvals will be processed as a group (by department, by college) in most curriculum committee meetings, the data can be pulled into a spreadsheet for easy review by the Provost. This process would be managed by the Registrar's Office and not part of the curriculum approval, but we wish to obtain this information at the same time to avoid a separate collection process.

WRIGHT STATE UNIVERSITY

COURSE INVENTORY TOOLS

The services provided in this Course Inventory Management site have been developed initially to support the conversion of the university's course inventory from a quarters-based to a semesters-based curriculum. For more information about these services, see the [Services Overview](#) document.

The Course Inventory Workflow system will route the request forms through the University for approval. They will be routed to department chairs, college deans, curriculum chairs, Faculty Senate Undergraduate Curriculum Committee, etc. For more information about getting started with workflow, see the [Workflow](#) document.

What's new with course inventory management? Check out our [What's New](#) document.

Links to Tools

- [Course Inventory Request](#) (create a new request)
- [Course Inventory Search](#) (search for request in progress)
- [Program of Study Request](#)
- [Program of Study Search](#)
- [Course Management Reports](#) (produce reports to review requests)
- >>> *Contact your College's Cognos representative to produce these reports.*

Documentation

- [Course Inventory User Guide](#) (PDF)
- [Program of Study User Guide](#) (PDF)
- [Frequently Asked Questions](#) (PDF)

Videos

- [Subscribing to the Workflow Worklist Channel](#)
- [Navigating the Workflow Application](#)
- [Assigning a Workflow Proxy](#)
- [What To Do When a Task Arrives in Your Worklist](#)
- [Releasing a Workflow Task](#)

Related Links

- [Semester Transition](#)
- [Undergraduate Curriculum Committee](#)
- [Graduate Council](#)
- [General Education](#)
- [Writing Across the Curriculum](#)