

The Wright State Core

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

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

Recommended Innovations

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

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

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

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

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

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

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

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

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

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

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

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

Element	Learning Outcomes
<p>1. Communication</p> <p><i>The foundational skills students need in academic discourse, research, and documentation in an electronic environment</i></p>	<ul style="list-style-type: none"> a. Adapt rhetorical 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

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, literary, 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

Learning Outcomes for the Multicultural Competence Course

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:

- a. Demonstrate knowledge of cultural, economic, social, political 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.

The Wright State Core Program Shell and Recommendations for Implementation

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

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

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

Recommendations for the Approval Process for Wright State Core Courses

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

Recommendations for Assessment of the Wright State Core Program

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

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

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

Approved 1/11/10

Course Proposal Form for Wright State Core

Wright State Core courses provide students foundational skills, breadth of knowledge, and perspectives for integrating learning. 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 are not typically 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):

- | | |
|---|---|
| <input type="checkbox"/> 1. Communication | <input type="checkbox"/> 2. Mathematics |
| <input type="checkbox"/> 3. Global Traditions | <input type="checkbox"/> 4. Arts & Humanities |
| <input type="checkbox"/> 5. Social Science | <input type="checkbox"/> 6. Natural Science |

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

- | | |
|--|---|
| <input type="checkbox"/> Integrated Writing (IW) | <input type="checkbox"/> Multicultural Competence |
| <input type="checkbox"/> Honors | <input type="checkbox"/> 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 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):

- a) communicate effectively
- b) demonstrate mathematical literacy
- c) evaluate arguments and evidence critically
- d) apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities
- e) demonstrate global and multicultural competence
- f) demonstrate understanding of contemporary social and ethical issues
- g) participate in democratic society as informed and civically engaged citizens

2. The learning outcomes for each of the Elements of the WS Core are copied below. 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 discourse, research, and documentation in an electronic environment</i></p>	<ul style="list-style-type: none"> a. Adapt rhetorical 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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If the course is proposed for Element 1, how does it meet all of the above 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
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If the course is proposed for Element 2, how does it meet all of the above learning outcomes?

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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"> 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
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If the course is proposed for Element 3, how does it meet all of the above learning outcomes?

<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, literary, 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
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If the course is proposed for Element 4, how does it meet all of the above 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
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If the course is proposed for Element 5, how does it meet all of the above learning outcomes?

<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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If the course is proposed for Element 6, how does it meet all of the above learning outcomes?

3. 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.

4. 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 used*)
- 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)

5. 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.

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

7. 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. 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, guided peer review, faculty release time from other course teaching assignments, class size reductions in other faculty teaching assignments). 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):

- a) Demonstrate knowledge of cultural, economic, social, political 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 developed as service-learning, do not complete the above description; instead 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

10. If sections of the course are to be designated as an Honors Course:

- a) Describe how this course will meet the curriculum goals of the University Honors Program, such as the ability to use an interdisciplinary framework, critical and disciplined thinking, ethical sensitivity, social responsibility, etc. (for a more complete listing of the goals, visit http://www.wright.edu/academics/honors/forms/Curr_Goals.pdf).

- b) Distinguish the content, objectives, methods, and student requirements of this Honors section from the regular sections.

Note: The Honors Committee will review and approve the master syllabi/proposals for Honors versions of WS Core courses but will not require separate proposals for individual sections of those courses.

1/11/10