

Wright State University

General Education Program

Effective Fall 2003

Wright State University
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Fall 2003

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General Education Program

General Education at Wright State

A bachelor's degree awarded by a university implies more than career preparation or specialized technical competency. A university education should be broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students:

- sharpen critical thinking, problem solving, and communication skills;
- learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
- increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

The General Education Program is required of all students and serves as a foundation upon which all baccalaureate programs are built.

As a part of the requirements for a baccalaureate degree at Wright State University, students must complete a minimum of 56 hours of course work in the General Education program. The specific requirements are listed below and must be completed prior to graduation. Students should complete English 101 and 102 and the General Education mathematics requirement by the time they have earned 60 credits at Wright State University.

Writing Across the Curriculum (WAC) in General Education

In addition to ENG 101 and 102, all undergraduate students must complete four writing intensive (WI) general education courses, or allowable substitutions.* GE writing intensive courses will be available within a number of areas, including (but not limited to) the following: Area II (all Non-Western World classes); Area III (SOC 200, SOC 205, WMS 200; EC 290, and some sections of EC 200); Area IV (all Great Books classes); Area V (some classes); Area VI (all classes). Students completing the 1987 General Education program may count writing intensive courses in the 2003 GE program toward fulfilling their writing intensive requirements.

Transfer and returning students should consult the Writing Across the Curriculum information in the Academic Standards and Requirements section of the Undergraduate Catalog or meet with their academic advisor to determine the number of WI classes (if any)

needed to complete the WAC in General Education requirement.

*WI sections of approved General Education substitution courses are available. Students should consult with an academic advisor before registering for a GE substitution course.

Registration for Writing Intensive Courses

Each WI course is clearly identified in the quarterly class schedule. When registering for a WI course, students are automatically registered for the writing component of the course, a "0" credit hour lab. Students may not drop a WI course and lab separately.

Alternatives for Meeting WAC Requirement

Students who do not successfully complete the WI portion of four GE courses (excluding ENG 101 and ENG 102) may satisfy the GE requirement in other ways. Students should consult the Writing Across the Curriculum information in the Academic Standards and Requirements section of the Undergraduate Catalog or contact an academic advisor for information on these options.

General Education Substitutions

Substitutions can be made for some General Education courses. Some major programs—as well as the preprofessional programs for premedical and pre dental students (consult the Preprofessional Programs information in the Academic Programs section of the Undergraduate Catalog)—may have program requirements that will affect a student's choice of General Education courses. Approved substitutions listed in the General Education Program below are open to any student as an option to the General Education course with which they are listed.

Honors Sections

Honors sections of General Education courses are available for both entering freshmen and continuing Wright State students who meet Honors Program criteria. Honors sections are limited to an enrollment of 20; encourage student participation; offer more sophisticated and complex assignments; and provide greater opportunities for analysis, synthesis, and creative expression. Honors students may also choose to substitute UH 201, 202, and 203 for some General Education Areas and courses (these are designated in the General Education Program below in Areas III, IV, and V). For more information consult the University Honors Program information in the Academic Programs section of the Undergraduate Catalog.

General Education Program

Area I - Communication and Mathematical Skills

12 Hours

Area I requirements help students enhance abilities central to academic success, including the abilities to write appropriate academic conventions and to formulate and interpret mathematical models.

English Composition I and II

- ENG 101-4 Academic Writing and Reading
- ENG 102-4 Writing in Academic Discourse (Grade of "C" or better in ENG 101 required)

Mathematics* (RS)

- MTH 145-4 Mathematics and the Modern World (DEV 095 or equivalent or at least level three on the math placement test required)

* *Substitutions:* MTH 143 or MTH 228 or MTH 229 and 230 or STT 264 and 265 or STT 160.

Area II - Cultural-Social Foundations

8 Hours Minimum

Select one course from each category:

Area II requirements help students develop a historical perspective on their own culture, an understanding of cultures beyond their own and an awareness of the realities of global interdependence.

History (RS)

- CLS 150-4 Introduction to Greek and Roman Culture
- HST 101-4 Ancient and Medieval Europe
- HST 102-4 Early Modern Europe: 14th through 18th Centuries
- HST 103-4 Modern Europe: 19th and 20th Centuries

The Non-Western World (WI)

- CSE 250-4 Comparative Non-Western Economic Systems
- CST 221-4 Comparative Non-Western Environments
- CST 231-4 Comparative Non-Western Literature
- CST 232-4 Comparative Non-Western Religions
- CST 241-4 Comparative Non-Western Cultures
- CST 242-4 Comparative Non-Western Cultures: Music
- CST 243-4 Comparative Non-Western Cultures: Art
- CST 251-4 Comparative Non-Western Social Systems
- HLT 202-4 Eastern Influences on Western Health
- RSE 260-4 Regional Economic Studies: Pacific Rim
- RST 261-4 Regional Studies: Japan
- RST 262-4 Regional Studies: China
- RST 271-4 Regional Studies: Africa
- RST 281-4 Regional Studies: Latin America
- RST 291-4 Regional Studies: Middle East
- SW 272-4 Cultural Competence in a Diverse World
- URS 200-4 Growth and Change in Urban Society

Area III - Human Behavior (RS)

8 Hours Minimum

Select two courses from different categories:

Area III requirements help students develop the skills to examine critically the complexity of human behavior and institutions through systematic analysis.

Economics (WI)

- EC 200-4* Economic Life (some sections are WI)
- EC 290-4 Economic, Business, and Social Issues

* *Sequence substitution:* EC 204 and 205 (neither is WI).

Political Science

- PLS 200-4 Political Life

Psychology

- PSY 105-4 Psychology: The Science of Behavior

Sociology (WI)

- SOC 200-4 Social Life
- SOC 205-4 The Sociological Imagination
- WMS 200-4 Approaches to Women's Studies

Substitution: Honors course UH 202 for any one Area III course.

Area IV - Human Expression (RS)

4 Hours Minimum

Select one course:

Area IV requirements will help students develop an intellectual and aesthetic appreciation of significant artistic works and of important literary, religious, and philosophical texts. Students will explore how such works express both personal vision and cultural concerns. They will also examine the specific means writers, composers and creative and performing artists adopt to communicate with their audience.

Great Books (WI)

- CLS 204-4 Great Books: Classical Beginnings
- ENG 204-4 Great Books: Literature
- PHL 204-4 Great Books: Philosophy
- REL 204-4 Great Books: Religion

Fine and Performing Arts

- ART 214-4 Visual Art in Western Culture
- MUS 214-4* Music in Western Culture
- MUS 290-4 (WI) African American Music: America and Beyond
- TH 214-4 Theatre in Western Culture

* *Sequence substitution:* MUS 121 and 122.

Area Substitution: Honors course UH 201 (WI) for Area IV.

Additional Courses from Areas II, III, and IV

8 Hours

This component provides students the opportunity for in depth study and thus the opportunity to strengthen understanding and competencies in two of three areas.

Select two additional courses from Areas II, III, or IV, one course from two of these three areas. Except for Area II, the course selected must come from a different subcategory than the course(s) chosen to meet the area requirement.

Area V - Natural Sciences (RS)

12 Hours

Select three courses (lecture and lab):

At least one must be WI (some section offerings are WI)

Area V courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

Biology*

- BIO 105-4 Introductory Biology: Food
- BIO 106-4 Introductory Biology: Biodiversity
- BIO 107-4 Introductory Biology: Disease

* Sequence substitution: BIO 111, 112, and 115.

Chemistry*

- CHM 105-4 Chemistry of our World: Living Things
- CHM 106-4 Chemistry of our World: Materials
- CHM 107-4 Chemistry of our World: Energy and the Environment

* Sequence substitution: CHM 121, 122, and 123; or CHM 102, ANT 201 and 202.

Geology *

- GL 105-4 The Planet Earth
- GL 106-4 The Evolving Earth
- GL 107-4 The Earth and Human Affairs

* Sequence substitutions: GL 251/252, 253/254, and 255/256.

Physics *

- PHY 105/115-4 Sounds and Colors
- PHY 106/116-4 Planetary Astronomy
- PHY 107/117-4 Stars, Galaxies and the Cosmos

* Sequence substitutions: PHY 111/101, 112/102, and 113/103 or PHY 240/200, 242/202, and 244/204.

Substitution: Honors course UH 203 for any one Area V course, but not for a program science requirement.

Additional Area V sequence substitutions: BIO 345, CHM 245 or 246, GL 345 and PHY 245 or 246; BIO 107, HPR 250, and HPR 251.

Area VI - College Component (RS; WI; T)

4 Hours

Select one course specific to the college of your major:

Area VI requirements link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

College of Education and Human Services

- CNL 210-4 Understanding Emotional Intelligence
- ED 210-4 Education in a Democracy
- RHB 210-4 Introduction to Alcohol and Drugs

College of Engineering and Computer Science*

- EGR 190-4 Fundamentals of Engineering and Computer Science

* Required of students admitted to this college with 45 or fewer quarter hours; students admitted with more hours must select another Area VI course approved by the department advisor.

College of Liberal Arts

- AFS 200-4 What is African and African American Experience?
- ATH 241-4 Introduction to Physical Anthropology
- ATH 242-4 Introduction to Archaeology
- CSE 250-4 Comparative Non-Western Economic Systems
- CLS 204-4 Great Books: Classical Beginnings
- CLS 260-4 Introduction to Classical Mythology
- CST 221-4 Comparative Non-Western Environments
- CST 231-4 Comparative Non-Western Literature
- CST 232-4 Comparative Non-Western Religions
- CST 241-4 Comparative Non-Western Cultures
- CST 242-4 Comparative Non-Western Cultures: Music
- CST 243-4 Comparative Non-Western Cultures: Art
- CST 251-4 Comparative Non-Western Social Systems
- EC 290-4 Economic, Business, and Social Issues
- ENG 204-4 Great Books: Literature
- HST 200-4 Western Europe and Non-Western World
- HST 220-4 Introduction to Gender History
- HST 221-4 American Diversities
- MUS 290-4 African American Music: America and Beyond
- PHL 200-4 Critical Thinking
- PHL 204-4 Great Books: Philosophy
- REL 204-4 Great Books: Religion
- RSE 260-4 Regional Economic Studies: Pacific Rim
- RST 261-4 Regional Studies: Japan
- RST 262-4 Regional Studies: China
- RST 271-4 Regional Studies: Africa
- RST 281-4 Regional Studies: Latin America
- RST 291-4 Regional Studies: Middle East
- SOC 200-4 Social Life
- SOC 205-4 The Sociological Imagination
- SW 272-4 Cultural Competence in a Diverse World
- TH 250-4 Script Analysis
- URS 200-4 Growth and Change in Urban Society
- WMS 200-4 Approaches to Women's Studies

Raj Soin College of Business

- EC 290-4 Economic, Business, and Social Issues
- FIN 205-4 Personal Financial Decision Making

College of Science and Mathematics*

- EH 205-4 Environmental Science and Society
- PSY 110-4 Psychology: The Science of Behavior II

* Majors in this college may be able to select other Area VI courses; consult the major program advisor.

WSU - Miami Valley College of Nursing and Health

- HLT 201-4 Human Expressions of Health
- HLT 202-4 Eastern Influences on Western Health
- HLT 203-4 The Languages of Health Data
- NUR 212-4 Nursing for Health and Wellness Lifestyle

Total Hours Required

56

Descriptions of individual courses are available in the Course Descriptions section of the catalog.

RS = A required substitution or a required selection is possible; consult major program requirements.

WI = Writing Intensive courses. EC 200 (Area III) and Natural Sciences courses (Area V) offered as WI may vary from quarter to quarter; consult quarterly class schedule for WI offerings.

T = Students who complete an Area VI course in one college and then transfer to another *may* not need to take another Area VI course. Consult with the college to determine its transfer policy.

Note: A course listed in two areas may only be used to meet one area requirement.

General Education Program

Course Descriptions

General Education Program

Area I - Communication and Mathematical Skills

12 Hours

Area I requirements help students enhance abilities central to academic success, including the abilities to write appropriate academic conventions and to formulate and interpret mathematical models.

English Composition I and II

ENG 101-4 *Academic Writing and Reading*

Introduces students to principles of effective written communication and critical reading. Stresses invention, drafting, revising, editing, and self-assessment, along with effective critiquing and collaborating.

ENG 102-4 *Writing in Academic Discourse*

Adapts principles introduced in ENG 101 to typical university writing tasks. Stresses writing effectively within various contexts, reading critically, and using source materials effectively in argumentative and research writing. Prerequisite: Grade of "C" or better in ENG 101.

Mathematics* (RS)

MTH 145-4* *Mathematics and the Modern World*

An application of mathematics to modeling real world problems that combines critical thinking and mathematical skills in a way which applies to life and career. Includes such topics as financial management, quantitative and statistical reasoning, voting theory, and other topics from the behavioral and natural sciences. Prerequisite: DEV 095 or equivalent or at least level three on the math placement test.

* *Substitutions:* MTH 143 or MTH 228 or MTH 229 and 230 or STT 264 and 265 or STT 160.

MTH 143-4 *Quantitative Reasoning*

Discovery of fundamental concepts and skills of quantitative reasoning by exploring real-world data from many disciplines. Data collection, organization, display, analysis, probability simulation, variation and sampling, and expected values. Students work with appropriate software and graphing calculators. Prerequisites: MTH 126 or MTH 127 or at least level four on the math placement test.

MTH 228-5 *Calculus for the Management, Life, and Social Sciences*

Functions, rates of change, limits, derivatives of algebraic functions, applications including maxima and minima, exponential and logarithmic functions, and indefinite and definite integrals with applications. Not for credit to students with credit for MTH 229 and 230. Prerequisite: MTH 128 or 129 or equivalent or at least level five on math placement test.

MTH 229-5 *Calculus I*

Conic sections, functions, limits, continuity, the derivative, derivatives of algebraic and trigonometric functions, and applications of the derivatives. Prerequisite: MTH 131 or equivalent or at least level seven on math placement test

MTH 230-5 *Calculus II*

Definite integral, antiderivatives, fundamental theorem of calculus. Derivatives of logarithmic, exponential, and inverse trigonometric functions. L'Hôpital's rule. Integration techniques. Applications of the definite integral. Prerequisite: MTH 229.

STT 264-4 *Elementary Statistics I*

Numerical and graphical methods for finding and summarizing important features of data. Principles of designing experiments for collecting data. Introduction to probability. Use of statistical computing package to apply methods and illustrate concepts. Prerequisite: MTH 126 or 127 or equivalent or at least level four on math placement test.

STT 265-4 *Elementary Statistics II*

Confidence intervals and hypothesis testing introduction. Applications to means, proportions, two-sample comparisons, contingency tables, linear regression, and analysis of variance. Use of statistical computing package to apply methods to data sets. Prerequisite: STT 264.

STT 160-5 *Statistical Concepts*

A nontechnical introduction to fundamental ideas in statistics. Statistical ideas are introduced through examples, showing how statistics has helped solve major problems in various fields. Prerequisite: MTH 126 or 127 or equivalent or at least level four on math placement test.

Area II - Cultural-Social Foundations

8 Hours Minimum

Select one course from each category:

Area II requirements help students develop a historical perspective on their own culture, an understanding of cultures beyond their own and an awareness of the realities of global interdependence.

History (RS)

CLS 150-4 *Introduction to Greek and Roman Culture*

Survey of the development of classical culture from prehistoric Greece to the fall of the Roman Empire. A broad view of the interrelated political, economic, and social conditions, and philosophy, religion, mythology, literature, art, and architecture.

HST 101-4 *Ancient and Medieval Europe*

An examination of the character of the premodern world from prehistory through the 14th century, with special attention to those aspects of ancient and medieval life that had the greatest effect on the development of Western society, politics, and culture.

HST 102-4 *Early Modern Europe: The 14th through 18th Centuries*

An examination of the roots of the modern Western world emphasizing the revolution in economic, political, religious, and demographic realities that occurred between the 14th and the 18th centuries.

HST 103-4 *Modern Europe: The 19th-20th Centuries*

An examination of the nature and consequences of modernization—its failures, accomplishments, and problems, with special attention to the phenomena that shaped the Western world of the 19th and 20th centuries.

The Non-Western World (WI)

CSE 250-4 *Comparative Non-Western Economic Systems*

A comparison of the economic systems in Asia, Africa, Latin America, and the Middle East with the Western system with which most students are familiar; emphasis on developing and socialistic economies and on contemporary problems, including technological change and resource development.

CST 221-4 *Comparative Non-Western Environments*

An examination of distinctive environments of Asia and Africa through analysis of the geographic patterns of land use, population, settlements, economic activities, languages, religions, and political systems.

CST 231-4 *Comparative Non-Western Literature*

An examination of the world views of selected non-Western peoples and their varied expressions in literature and religion, emphasizing examples from Asia, Africa, Latin America, and the Middle East.

CST 232-4 *Comparative Non-Western Religions*

An introduction to academic study of some of the major non-Western religious traditions of the world, examining their historical development, fundamental doctrines and beliefs, practices, institutions, and cultural expressions.

CST 241-4 *Comparative Non-Western Cultures*

Examines diversity from an anthropological perspective, utilizing concepts and methods of cultural anthropology. Students will use a holistic approach to analyzing non-Western cultures while gaining understanding of the distinctive research methods of cultural anthropology.

CST 242-4 *Comparative Non-Western Cultures: Music*

Introduction to the music and cultural diversity and uniqueness of selected areas of the globe. This course includes the study of indigenous folk music and instruments of Asia, India, Africa, North America, Central and Southeast Europe.

CST 243-4 *Comparative Non-Western Cultures: Art*

An introduction to the cultural diversity and uniqueness of selected areas of Asia, Africa, Latin America, and the Middle East as reflected in art.

CST 251-4 *Comparative Non-Western Social Systems*

An examination of political processes and economic systems in Asia, Africa, Latin America, and the Middle East with special attention to contemporary issues.

HLT 202-4 *Eastern Influences on Western Health*

An explanation of the cultures of the Eastern world and their influence on health care practices in the west.

RSE 260-4 *Regional Economic Studies: Pacific Rim*

Introduction to the economic and political development of East Asia and the Pacific Islands and their role in the global economy.

RST 261-4 *Regional Studies: Japan*

Examines the development of Japanese civilization, covering such topics as the cultural and physical geography, the economic and political institutions, traditions and their effects on behavior, appreciation of nature as well as the visual and performing arts.

RST 262-4 *Regional Studies: China*

Introduction to the historical, cultural, economic, and political reality of the world's most populous country, highlighting the cultural contributions of China's rich history, not only in the creation of modern Chinese culture but its impact on other cultures.

RST 271-4 *Regional Studies: Africa*

An introduction to African environments, diversity of cultural heritages, changes due to modernization, colonialism, slavery, and independence with a brief survey of the relations of Africa to other non-Western regions and the contributions of Africa to world civilization.

RST 281-4 *Regional Studies: Latin America*

A survey of non-Western societies, including Indians, mestizos, blacks, and the peasantry, from pre-Columbian and African origins to the present, in terms of ideology, organization, social structure, culture, and economic activities.

RST 291-4 *Regional Studies: The Middle East*

An introduction to the history, peoples, cultures, and geography of the Middle East, from Mauritania to Pakistan, from the seventh century to the present.

SW 272-4 *Cultural Competence in a Diverse World*

Introduction to the knowledge, skills and process required to develop cultural competency. Content covers the historical development of discrimination and the need for cultural competency within the U.S. and international communities.

URS 200-4 *Growth and Change in Urban Society*

An interdisciplinary view of growth and change in urban societies around the globe. Case studies illustrate how urbanization, technology development and the administrative state intertwine and affect economic and population growth and change.

Area III - Human Behavior (RS)

8 Hours Minimum

Select two courses from different categories:

Area III requirements help students develop the skills to examine critically the complexity of human behavior and institutions through systematic analysis.

Economics (WI)

EC 200-04* *Economic Life* (some sections are WI)

An introduction to basic economic concepts such as resource allocation, costs, supply, demand, and public goods; topics covered include American capitalism, market failures, unemployment, and taxation.

EC 290-04 *Economic, Business, and Social Issues*

Analyzes controversy and diversity of opinions regarding economic, business, and social issues shaping the world in which we live. Fosters critical thinking, verbal, and written communication skills through discussion, debate, and writing.

* *Sequence substitution:* EC 204 and 205 (neither is WI).

EC 204-4 *Principles of Microeconomics*

Fundamental economic principles as an aid in understanding modern society. Introduction to Microeconomics.

EC 205-4 *Principles of Macroeconomics*

Fundamental economic principles as an aid in understanding modern society. Introduction to Macroeconomics.

Political Science

PLS 200-4 *Political Life*

An examination of political power relationships in contemporary society, emphasizing the origins and forms of power and the key social structures exercising power with contemporary public issues providing case studies of the consequences of political relationships.

Psychology

PSY 105-4 *Psychology: The Science of Behavior*

Considerations of the causes of behavior. Includes physiological processes; learning, memory, and processing of information; perceptual, cognitive, and social changes from birth to old age; and individual differences in thoughts, feeling, and actions.

Sociology (WI)

SOC 200-4 *Social Life*

An introduction to the processes through which individuals become members of groups, organizations, institutions, and societies, and how human social interactions lead to changes in social life and structures.

SOC 205-4 *The Sociological Imagination*

Students will examine a variety of approaches and perspectives that systematically analyze complex individual and institutional behaviors as they vary culturally, subculturally, and cross-culturally.

WMS 200-4 *Approaches to Women's Studies*

Introduces students to feminist thought, advocacy, and activism to acquaint students with the diversity of the subject area. Students will investigate why it is important to study women and use gender as a category of analysis.

Substitution: Honors course UH 202 for any one Area III course.

UH 202-4 *Studies in the Social Sciences*

Explores the social sciences comparatively, stressing similarities and differences in themes, methods, materials, theoretical constructs, and problems. Focuses on such topics as people and groups or institutions and bureaucracies.

Area IV - Human Expression (RS)

4 Hours Minimum

Select one course:

Area IV requirements will help students develop an intellectual and aesthetic appreciation of significant artistic works and of important literary, religious, and philosophical texts. Students will explore how such works express both personal vision and cultural concerns. They will also examine the specific means writers, composers and creative and performing artists adopt to communicate with their audience.

Great Books (WI)

CLS 204-4 *Great Books: Classical Beginnings*

Reading, discussion, analysis of selected texts from ancient Greece and Rome; for example, the works of Homer, Sophocles, Plato, Virgil, Cicero, Horace.

ENG 204-4 *Great Books: Literature*

Introduction to interpreting literature, using works from various periods and cultures, viewed in their social and historical contexts and read for their enduring interest.

PHL 204-4 *Great Books: Philosophy*

Introduction to selected great books in the history of philosophy. Texts are examined as an exercise in critical thinking and within their historical and cultural frameworks.

REL 204-4 *Great Books: Religion*

A study of selected Biblical writings viewed in their original cultural contexts and chosen to reflect the varieties of Biblical literature, the Bible's relationship to various societies, and its role in the development of Western culture.

Fine and Performing Arts

ART 214-4 *Visual Art in Western Culture*

A general introduction to the visual arts focusing on selected major works of art throughout history. Discusses comparisons across time, basic art media, and the formal characteristics of art.

MUS 214-4* *Music in Western Culture*

An introduction to the music of Western culture from the Middle Ages to the present. Emphasis on listening skills; elements of music; major styles, genres, and composers; and cultural context.

MUS 290-4 (WI) *African American Music: America and Beyond*

Survey of the development of African American music from an historical, sociological and economic perspective. Included will be an analysis of the genres, influences, and impact on American and world culture.

TH 214-4 *The Theatre in Western Culture*

An introduction to the many arts of the theatre, including the role of the actor, playwright, director, designer, critic, and audience. Selected scripts from representative historical periods are examined as an aid in understanding the theatrical event.

* *Sequence substitution:* MUS 121 and 122.

MUS 121-2 *Foundations of Analytical Listening*

Aural analysis taught via musical examples from various periods and cultures including non-Western and popular music.

MUS 121-2 *Survey of Musical Styles*

Principal types of Western music from ca. A.D. 500 to the present. Aural analysis: forms and styles. Prerequisite: MUS 121.

Area Substitution: Honors course UH 201 (WI) for Area IV.

UH 201-4 *Studies in the Humanities*

Explores the humanities comparatively, stressing similarities and differences in themes, methods, materials, theoretical constructs, and problems. Focuses on such topics as humanity and freedom or the city and the individual.

Additional Courses from Areas II, III, and IV

8 Hours

This component provides students the opportunity for in depth study and thus the opportunity to strengthen understanding and competencies in two of three areas.

Select additional courses from Areas II, III, or IV, one course from two of these three areas. Except for Area II, the course selected must come from a different subcategory than the course(s) chosen to meet the area requirement.

Area V - Natural Sciences (RS)

12 Hours

Select three courses (lecture and lab):

At least one must be WI (some section offerings are WI)

Area V courses emphasize scientific inquiry as a way to discover the natural world, and they explore fundamental issues of science and technology in human society.

Biology*

BIO 105-4 *Introductory Biology: Food*

Biological principles applied to the nature of food, its production, and use in the human body. Topics include molecular biology, photosynthesis, respiration, digestion, nutrition, agricultural ecosystems, issues of feeding a rapidly growing human population. 3 hours lecture, 2 hours lab.

BIO 106-4 *Introductory Biology: Biodiversity*

Biological principles and processes applied to the origin, interaction, and extinction of species. Laboratory and lab topics include paleobiology, speciation, macroevolution, adaptive radiation, symbiosis, biogeography, and the scientific management of modern biological resources. 3 hours lecture, 2 hours lab.

BIO 107-4 *Introductory Biology: Disease*

Biological principles applied to the study of disease: causes, controls, and natural defense against infection. Topics include microscopy, pathology, antibiotics, immunology, and epidemiology with historical perspectives and an emphasis on investigative techniques. 3 hours lecture, 2 hours lab.

* Sequence substitution: BIO 111, 112, and 115.

BIO 111-4 *Principles of Biology: Human Biology*

Introduction to basic concepts of biology. Emphasis on the anatomical and physiological organization of the human body, including applications to wellness, disease and aging. Three hours lecture, two hours lab.

BIO 112-4 *Principles of Biology: Cell Biology and Genetics*

Introduction to basic concepts of biology. Topics include genetics and the molecular and cellular basis for the unit of life. Three hours lecture, two hours lab. Prerequisite: Level four on math placement test required.

BIO 115-4 *Principles of Biology: Diversity and Ecology*

Introduction to basic concepts of biology. Topics include evolution, ecology, and the diversity of life. Three hours lecture, two hours lab. Prerequisite: BIO 112.

Chemistry*

CHM 105-4 *Chemistry of Our World: Living Things*

An examination of the principles of covalent bonding and of the structures and reactions of molecules of importance to living things, with attention to the technological, regulatory, and social complexities of problems related to them. 3 hours lecture, 2 hours lab.

CHM 106-4 *Chemistry of Our World: Materials*

An examination of the bonding of metals and nonmetals to explain the nature of familiar materials of industrial importance with some attention to the risk-benefit implications of these materials and technologies for consumers. 3 hours lecture, 2 hours lab.

CHM 107-4 *Chemistry of Our World: Energy and the Environment*

An examination of the gaseous and liquid states and thermochemistry as a basis for understanding air and water quality, and fossil and nuclear fuels with some attention to the chemistry of the solar system. 3 hours lecture, 2 hours lab.

* Sequence substitution: CHM 121,122, and 123; or CHM 102 and ANT 201 and 202.

CHM 121-5 *Submicroscopic Chemistry*

Structure and properties of atoms and molecules and the macroscopic consequences thereof. Three hours lecture, three hours lab, one hour recitation. Prerequisite: High school chemistry or CHM 101; and MTH 127 or level four on math placement test.

CHM 122-5 *Macroscopic Chemistry*

Physical and chemical behavior of large collections of atoms and molecules. Three hours lecture, three hours lab, one hour recitation. Prerequisite: CHM 121.

CHM 123-5 *Reaction Dynamics*

Quantitative aspects of chemistry; emphasis on computational and experimental estimation of the composition of chemical systems. Three hours lecture, three hours lab, one hour recitation. Prerequisite: CHM 122; MTH 128 or 129 or level five on math placement test.

CHM 102-4.5 *Elementary Organic Chemistry with Applications*

An elementary discussion of the structure of hydrocarbons, organic functional groups, and a few selected reactions. Three hours lecture, three hours lab. Prerequisite: CHM 101 or 121.

ANT 201-4 *Basic Human Anatomy I*

Osteology: histology of basic tissues; and topographical, histological, and developmental anatomy of nervous and endocrine systems. Laboratory exercises use human materials. 2.5 hours lecture, three hours lab.

ANT 202-4 *Basic Human Anatomy II*

Basic topographical, histological, and developmental anatomy of the muscular, cardiovascular, digestive, respiratory, urinary, and reproductive systems. Laboratory exercises use human materials. 2.5 hours lecture, three hours lab.

Geology*

GL 105-4 *The Planet Earth*

Introduction to the composition and structure of the earth through a study of the physical and chemical processes (weathering, sedimentation, and the plate tectonic cycle) that have produced the earth, its minerals, rocks, landforms and economic deposits. 3 hours lecture, 2 hours lab.

GL 106-4 *The Evolving Earth*

Exploration of time in geology through a study of the history of the earth and of life as revealed by the physical and biological evidence recorded in the rocks. 3 hours lecture, 2 hours lab.

GL 107-4 *The Earth and Human Affairs*

Examination of the interactions of humans with the earth in terms of geological hazards and natural resources. Also offered as Geologic Development of Ohio: Rocks, Fossils, and Resources, a field course emphasizing the geology of Ohio. 3 hours lecture, 2 hours lab.

* *Sequence substitutions:* GL 251/252, 253/254, and 255/256.

GL 251-3 *Physical Geology and Geomorphology I*

Comprehensive treatment of the dynamic systems and materials of the earth. External processes and resulting land forces are also studied. Corequisite: GL 252.

GL 252-1.5 *Physical Geology and Geomorphology Laboratory I*

Laboratory for mineral and rock identification in hand specimens. Corequisite: GL 251.

GL 253-3 *Physical Geology and Geomorphology II*

Comprehensive treatment of external and internal processes of the earth and the resulting landforms. Introduction to earth resources and other earth-like planets. Prerequisite: GL 251, 252.

GL 254-1.5 *Physical Geology and Geomorphology Laboratory II*

Laboratory for topographic and geologic map and geologic cross sections interpretation to recognize geological structures and their relation to geomorphology and landforms. Prerequisite: GL 251, 252, Corequisite: GL 253.

GL 255-3 *Historical Geology*

History of the earth, including geologic history of all of earth's continents. Review of origin of earth, development of the rock record, evolution of diverse life forms to produce a biological and physical history of the earth.

GL 256-1.5 *Historical Geology Laboratory*

Introduction to the fossil record, stratigraphic correlation, and the interpretation of simple geologic maps. Corequisite: GL 255.

Physics*

PHY 105-3 *Sounds and Colors*

A study of wave motion with an orientation toward phenomena experienced by our senses, such as musical sounds, noise, and the colors occurring in nature. Concurrent registration in PHY 115 required.

PHY 115-1 *Sounds and Colors Laboratory*

Experiments to illustrate the physical aspects of what we see and hear. Lab component of PHY 105 for students using the course to meet the General Education science requirement.

PHY 106-3 *Planetary Astronomy*

Introduction to astronomy with emphasis on the solar system. Topics include the earth-moon system, other planets and their satellites, space exploration, and theories for the origin of the solar system. Concurrent registration in PHY 116 required.

PHY 116-1 *Planetary Astronomy Laboratory*

Astronomical observations and experiments. Laboratory component of PHY 106 for students using the course to meet the General Education science requirement.

PHY 107-3 *Stars, Galaxies, and the Cosmos*

An introduction to astronomy with emphasis on the universe of stars and galaxies and covering stellar evolution, astrophysics, and cosmology. Concurrent registration in PHY 117 required.

PHY 117-1 *Stars, Galaxies, and the Cosmos Laboratory*

Astronomical observations and measurements, laboratory experiments, and a visit to a planetarium. Lab component of PHY 107 for students using the course to meet the General Education science requirement.

* *Sequence substitutions:* PHY 111/101, 112/102, and 113/103 or PHY 240/200, 242/202, and 244/204.

PHY 111-4 *Principles of Physics*

Introduction to fundamental phenomena, principles, and laws of physics. Prerequisite: MTH 128 or 129, or equivalent. Corequisite: PHY 101.

PHY 101-1 *Principles of Physics Laboratory*

Introductory-level laboratory problems. Corequisite: PHY 111.

PHY 112-4 *Principles of Physics*

Introduction to fundamental phenomena, principles, and laws of physics. Prerequisite: PHY 111. Corequisite: PHY 102.

PHY 102-1 *Principles of Physics Laboratory*

Introductory-level laboratory problems. Corequisite: PHY 112.

PHY 113-4 *Principles of Physics*

Introduction to fundamental phenomena, principles, and laws of physics. Prerequisite: PHY 112. Corequisite: PHY 103.

PHY 103-1 *Principles of Physics Laboratory*

Introductory-level laboratory problems. Corequisite: PHY 113.

PHY 240-4 General Physics

Introductory survey of mechanics for science and engineering students. Introduces the use of calculus in interpreting physical phenomena. Topics include vectors, kinematics, dynamics, energy, momentum, rotation, and statics. Three hours lecture, one hour recitation. Prerequisite: MTH 229 or permission of department: Corequisite: PHY 200, MTH 230.

PHY 200-1 General Physics Laboratory

Introductory physics laboratory problems in mechanics. Corequisite: PHY 240.

PHY 242-4 General Physics

Introductory survey of electricity and magnetism. Uses calculus in interpreting physical phenomena. Topics include electric field and potential, currents, DC circuits, magnetic fields, and Faraday's law. Three hours lecture, one hour recitation. Prerequisite: PHY 240, MTH 230. Corequisite: PHY 202.

PHY 202-1 General Physics Laboratory

Introductory physics laboratory problems in electricity and magnetism. Corequisite: PHY 242.

PHY 244-5 General Physics

Introductory survey of thermodynamics, oscillations and waves, sounds, fluids, gravity, and optics. Calculus is required in interpreting physical phenomena. Prerequisite: PHY 240 and MTH 230; or permission of department. Corequisite: PHY 204.

PHY 204-1 General Physics Laboratory

Introductory physics laboratory problems in heat, sound, mechanics, and optics. Prerequisite: PHY 240 and 200. Corequisite: PHY 244.

Substitution: Honors course UH 203 for any one Area V course, but not for a program science requirement.

UH 203-4 Studies in the Natural Sciences

Varying topics or issues in the natural sciences approached in an interdisciplinary framework. Course permits intensive coverage of subject matter while also focusing on the interrelationships of the natural scientific disciplines.

Additional Area V sequence substitutions: BIO 345, CHM 245 or 246, GL 345 and PHY 245 or 246; BIO 107, HPR 250, and HPR 251.

BIO 345-4.5 Concepts in Biology

An accelerated treatment of fundamental concepts and applications of biology for Elementary Education majors. Topics and activities organized specifically to prepare students for science teaching at levels K-8. For elementary education majors only. Integrated lecture/lab. Prerequisite: PHY 245, CHM 245.

CHM 245-4.5 Concepts in Chemistry

An accelerated treatment of fundamental concepts and applications of chemistry for elementary education majors. Those concrete observable topics most appropriate for presentation to elementary and middle school students will be emphasized. Demonstrations and activities are used extensively. Integrated lecture/lab. Prerequisite: MTH 143.

CHM 246-4.5 Concepts in Chemistry II

Fundamental concepts of chemistry for middle childhood science education majors emphasizing topic most appropriate for presentation to middle school students. Course includes a detailed study of heat energy. Prerequisite: MTH 143.

GL 345-4.5 Concepts in Geology

Accelerated treatment of principles of physical and historical geology pertinent to teaching students in grade school (K-8). Includes laboratory exercises that will be effective for teaching K-8 students and can be used in a self-contained classroom. Prerequisite: PHY 245, CHM 245.

PHY 245-4.5 Concepts in Physics

An accelerated treatment of fundamental concepts and applications of physics for elementary education majors. Practical observable topics appropriate for presentation to elementary and middle school students will be emphasized. Includes laboratory experiences, demonstrations, and projects. Prerequisite: MTH 143, ENG 102, SM 145.

PHY 246-4.5 Concepts and Applications in Physics I

Basic concepts and everyday applications of physics topics including motion, forces and energy. Topics are integrated with Mathematics. Prerequisite: SM 145 AND MTH 143.

BIO 107-4 Introductory Biology: Disease

Biological principles applied to the study of disease: causes, controls, and natural defense against infection. Topics include microscopy, pathology, antibiotics, immunology, and epidemiology with historical perspectives and an emphasis on investigative techniques. 3 hours lecture, 2 hours lab.

HPR 250-4 Basics of Anatomy and Physiology

A study of anatomy and physiology correlating both structure and function of the human body. Topics include organization, skeletal system, muscular system, nervous system, circulatory system, and endocrine system. Three hours lecture, two hours lab.

HPR 251-4 Basics of Anatomy and Physiology

A continuation of HPR 250. Topics include respiration, exercise, digestion, metabolism, urinary system, acid base balance, reproduction, and immune system. Prerequisite: HPR 250.

Area VI - College Component (RS; WI; T)

4 Hours

Select one course specific to the college of your major:

Area VI requirements link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

College of Education and Human Services

CNL 210-4 *Understanding Emotional Intelligence*

This course explores the topic of emotional intelligence and its relevance to I.Q. The course will focus on the benefits of emotional intelligence and its application to education of youth.

ED 210-4 *Education in a Democracy*

This course explores the role and relationship of education in a democracy to concepts of a civil society, social justice, access to knowledge, and development of democratic character in the young.

RHB 210-4 *Introduction to Alcohol and Drugs*

This course explores concepts, social policy, and approaches related to alcohol and drug use including the addiction process, costs of abuse to the individual, family and society, and successful approaches for dealing with abuse.

College of Engineering and Computer Science*

EGR 190-4 *Fundamentals of Engineering and Computer Science*

Provides a practical exposure to important applications and hands-on laboratory experience to give students an introduction to computer science and engineering. Teamwork and problem solving are emphasized.

* Required of students admitted to this college with 45 or fewer quarter hours; students admitted with more hours must select another Area VI course approved by the department advisor.

College of Liberal Arts

AFS 200-4 *What is African and African American Experience?*

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

ATH 241-4 *Introduction to Physical Anthropology*

An overview of human biology and behavior, including human evolution, primate behavior, and human physical variation.

ATH 242-4 *Introduction to Archaeology*

Introduction to the nature of archaeological data, techniques of archaeological dating, and methods of data collection, analysis, and interpretation.

CSE 250-4 *Comparative Non-Western Economic Systems*

A comparison of the economic systems in Asia, Africa, Latin America, and the Middle East with the Western system with which most students are familiar; emphasis on developing and socialistic economies and on contemporary problems, including technological change and resource development.

CLS 204-4 *Great Books: Classical Beginnings*

Reading, discussion, analysis of selected texts from ancient Greece and Rome; for example, the works of Homer, Sophocles, Plato, Virgil, Cicero, Horace.

CLS 260-4 *Introduction to Classical Mythology*

Survey of the myths and legends of ancient Greece and Rome that are an important part of the Western literary and cultural tradition. Emphasis on story patterns and characters.

CST 221-4 *Comparative Non-Western Environments*

An examination of distinctive environments of Asia and Africa through analysis of the geographic patterns of land use, population, settlements, economic activities, languages, religions, and political systems.

CST 231-4 *Comparative Non-Western Literature*

An examination of the world views of selected non-Western peoples and their varied expressions in literature and religion, emphasizing examples from Asia, Africa, Latin America, and the Middle East.

CST 232-4 *Comparative Non-Western Religions*

An introduction to academic study of some of the major non-Western religious traditions of the world, examining their historical development, fundamental doctrines and beliefs, practices, institutions, and cultural expressions.

CST 241-4 *Comparative Non-Western Cultures*

Examines diversity from an anthropological perspective, utilizing concepts and methods of cultural anthropology. Students will use a holistic approach to analyzing non-Western cultures while gaining understanding of the distinctive research methods of cultural anthropology.

CST 242-4 *Comparative Non-Western Cultures: Music*

Introduction to the music and cultural diversity and uniqueness of selected areas of the globe. This course includes the study of indigenous folk music and instruments of Asia, India, Africa, North America, Central and Southeast Europe.

CST 243-4 *Comparative Non-Western Cultures: Art*

An introduction to the cultural diversity and uniqueness of selected areas of Asia, Africa, Latin America, and the Middle East as reflected in art.

CST 251-4 *Comparative Non-Western Social Systems*

An examination of political processes and economic systems in Asia, Africa, Latin America, and the Middle East with special attention to contemporary issues.

EC 290-04 *Economic, Business, and Social Issues*

Analyzes controversy and diversity of opinions regarding economic, business, and social issues shaping the world in which we live. Fosters critical thinking, verbal, and written communication skills through discussion, debate, and writing.

ENG 204-4 *Great Books: Literature*

Introduction to interpreting literature, using works from various periods and cultures, viewed in their social and historical contexts and read for their enduring interest.

HST 200-4 *Western Europe and Non-Western World*

This course examines the social, cultural, economic, religious and/or political interactions between Western Europe and the non-Western World since 1500. Topics vary.

HST 220-4 *Introduction to Gender History*

Course will survey special topics in gender history such as masculinity, femininity, sexuality, family, and women's history. Focus may be on one nation, region, or a comparative perspective.

HST 221-4 *American Diversities*

Examines differences that have shaped American life and the ways in which Americans have responded to diversity. Topics may include ethnicity, race, region, religion, gender, sexual orientation, economic and social class, and political ideology.

MUS 290-4 *African American Music: America and Beyond*

Survey of the development of African American music from an historical, sociological and economic perspective. Included will be an analysis of the genres, influences, and impact on American and world culture.

PHL 200-4 *Critical Thinking*

Introduction to fundamental reasoning skills: recognizing the differences between facts and opinions, distinguishing relevant from irrelevant information, identifying unstated assumptions, detecting bias, recognizing fallacious reasoning, and evaluating claims, definitions and arguments.

PHL 204-4 *Great Books: Philosophy*

Introduction to selected great books in the history of philosophy. Texts are examined as an exercise in critical thinking and within their historical and cultural frameworks.

REL 204-4 *Great Books: Religion*

Study of selected Biblical writings viewed in their original cultural contexts and chosen to reflect the varieties of Biblical literature, the Bible's relationship to various societies, and its role in the development of Western culture.

RSE 260-4 *Regional Economic Studies: Pacific Rim*

Introduction to the economic and political development of East Asia and the Pacific Islands and their role in the global economy.

RST 261-4 *Regional Studies: Japan*

Examines the development of Japanese civilization, covering such topics as the cultural and physical geography, the economic and political institutions, traditions and their effects on behavior, appreciation of nature as well as the visual and performing arts.

RST 262-4 *Regional Studies: China*

Introduction to the historical, cultural, economic, and political reality of the world's most populous country, highlighting the cultural contributions of China's rich history, not only in the creation of modern Chinese culture but its impact on other cultures.

RST 271-4 *Regional Studies: Africa*

An introduction to African environments, diversity of cultural heritages, changes due to modernization, colonialism, slavery, and independence with a brief survey of the relations of Africa to other non-Western regions and the contributions of Africa to world civilization.

RST 281-4 *Regional Studies: Latin America*

A survey of non-Western societies, including Indians, mestizos, blacks, and the peasantry, from pre-Columbian and African origins to the present, in terms of ideology, organization, social structure, culture, and economic activities.

RST 291-4 *Regional Studies: The Middle East*

An introduction to the history, peoples, cultures, and geography of the Middle East, from Mauritania to Pakistan, from the seventh century to the present.

SOC 200-4 *Social Life*

An introduction to the processes through which individuals become members of groups, organizations, institutions, and societies, and how human social interactions lead to changes in social life and structures.

SOC 205-4 *The Sociological Imagination*

Students will examine a variety of approaches and perspectives that systematically analyze complex individual and institutional behaviors as they vary culturally, subculturally, and cross-culturally.

SW 272-4 *Cultural Competence in a Diverse World*

Introduction to the knowledge, skills and process required to develop cultural competency. Content covers the historical development of discrimination and the need for cultural competency within the U.S. and international communities.

TH 250-4 *Script Analysis*

This course offers students a variety of analytical methods for exploring a range of theatrical texts. Primary focus is on thematic, structural and formal aspects of analysis.

URS 200-4 *Growth and Change in Urban Society*

An interdisciplinary view of growth and change in urban societies around the globe. Case studies illustrate how urbanization, technology development and the administrative state intertwine and affect economic and population growth and change.

WMS 200-4 *Approaches to Women's Studies*

Introduces students to feminist thought, advocacy, and activism to acquaint students with the diversity of the subject area. Students will investigate why it is important to study women and use gender as a category of analysis.

Raj Soin College of Business

EC 290-04 *Economic, Business, and Social Issues*

Analyzes controversy and diversity of opinions regarding economic, business, and social issues shaping the world in which we live. Fosters critical thinking, verbal, and written communication skills through discussion, debate, and writing.

FIN 205-4 *Personal Financial Decision Making*

Provides knowledge that helps students effectively manage their personal financial affairs. Topics include personal financial statements, budgeting, tax planning, investing and savings, consumer borrowing, insurance, real estate, and retirement planning.

College of Science and Mathematics*

EH 205-4 *Environmental Science and Society*

This course provide students with facts necessary to understand environmental problems and the ethical, social, political, and technological bases for their solution – using examples from many cultures from around the world.

PSY 110-4 *Psychology: The Science of Behavior II*

Fundamental principles and practices of psychology are reviewed. Topics include social behavior, adjustment and mental health, motivation and emotion, and perception.

* *Majors in this college may be able to select other Area VI courses; consult the major program advisor.*

WSU - Miami Valley College of Nursing and Health

HLT 201-4 *Human Expressions of Health*

An introduction to the aesthetic expressions of health reflecting cultural and spiritual concerns.

HLT 202-4 *Eastern Influences on Western Health*

An exploration of the cultures of the Eastern world and their influence on health care practices in the west.

HLT 203-4 *The Languages of Health Data*

An introduction to the mathematical, social, political, financial, and cultural influences on communication regarding health.

NUR 212-4 *Nursing for Health and Wellness Lifestyle*

Emphasizes concepts, models, theories, and methodologies consistent with a philosophy of health and wellness in the context of human diversity. Incorporates self-directed activities to promote maximum health in self and others.

Total Hours Required

56

RS = A required substitution or a required selection is possible; consult major program requirements.

WI = Writing Intensive courses. EC 200 (Area III) and Natural Sciences courses (Area V) offered as WI may vary from quarter to quarter; consult quarterly class schedule for WI offerings.

T = Students who complete an Area VI course in one college and then transfer to another *may* not need to take another Area VI course. Consult with the college to determine its transfer policy.

Note: A course listed in two areas may only be used to meet one area requirement.

General Education Program

Learning Objectives

General Education Learning Objectives

(Approved: Faculty Senate May1, 2000)

Program Learning Objectives

The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students:

- sharpen critical thinking, problem solving, and communication skills;
- learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
- increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

The General Education Program is required of all students and serves as a foundation upon which all baccalaureate programs are built.

Learning Objectives: At the completion of the Wright State University General Education Program a student will be able to do the following:

Area Learning Objectives

Area	Learning Objectives	Examples for Assessment
I. Communication and Mathematical Skills English Composition Mathematics	a. use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences b. develop logical and fair arguments, and observe appropriate writing conventions c. show ability to identify main ideas and evaluate, analyze and synthesize primary and secondary sources d. use, formulate and interpret mathematical models e. summarize and justify analyses of mathematical models or problems using appropriate words, symbols, tables and/or graphs	1. an essay discussing the impeachment process of the U.S. Congress incorporating secondary sources 2. explanation of calculating one's own G.P.A. 3 a portfolio of writing that includes various genres, multiple drafts and exploratory writing 4. an explanation of why two measures of center (mean and median) can greatly differ in the same set of data 5. interpret and draw conclusions from a graph
II. Cultural-Social Foundations History The Non-Western World	a. describe and analyze historical-social elements of western culture b. describe and analyze historical-social elements of nonwestern culture c. describe and analyze the global interdependence of groups and of individuals	1. the answer to a marker question about the role of <i>logos</i> in the Golden Age of Greece 2. an essay discussing the choice of Islamic women to wear the <i>yasmak</i>

<p>III. Human Behavior</p> <p>Economics</p> <p>Political Science</p> <p>Psychology</p> <p>Sociology</p>	<p>a. use multiple approaches/perspectives to systematically analyze complex individual and institutional behavior culturally, subculturally, and/or cross-culturally</p> <p>b. recognize appropriate ethical uses of social scientific knowledge</p>	<p>1. a paper analyzing the rates of personal saving in Japan and the U.S.</p> <p>2. the answer to a marker question about the role of the Religious Right in the upcoming presidential election</p> <p>3. the answer to multiple-choice question about the ethics of collecting data about customers using the Internet</p>
<p>IV. Human Expression</p> <p>Great Books</p> <p>Fine and Performing Arts</p>	<p>a. recognize and critically discuss significant creative, philosophical and religious works</p> <p>b. understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in such works</p> <p>c. discuss the diverse means of communication in such works</p>	<p>1. the answer to a marker question identifying a not hitherto seen in class painting by Morisot as an Impressionist painting</p> <p>2. a paper discussion the Gospel of Luke's author as providing an historically accurate account of the life of Christ</p> <p>3. journal entry discussing the ethical dilemma in <i>The Merchant of Venice</i></p>
<p>V. Natural Science</p> <p>Biology</p> <p>Chemistry</p> <p>Geology</p> <p>Physics</p>	<p>a. understand the experimental basis of scientific inquiry</p> <p>b. understand the importance of model building for understanding the natural world</p> <p>c. understand the theoretical, practical, creative and cultural dimensions of scientific inquiry</p> <p>d. discuss some of the fundamental theories underlying modern science</p> <p>e. understand the dynamic interaction between society and the scientific enterprise</p> <p>f. recognize appropriate ethical uses of knowledge in the natural sciences</p>	<p>1. a multiple-choice question requiring the identification of the correct conclusion to be drawn from a set of data</p> <p>2. an essay question describing and summarizing evidence supporting theories of evolution, motion, matter, energy, gravity, or inheritance</p> <p>3. a paper describing recent scientific advances in nutrition, transportation, communication or material recycling</p> <p>4. a marker question applying gas laws to coal-fired boiler operation in an electrical power generating station</p>
<p>VI. College Component</p>	<p>a. communicate with individuals who are in the student's major, in allied fields, and non-specialists</p> <p>b. understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors</p> <p>Or</p> <p>c. additionally meet the objectives of Area I, II, III, IV, or V.</p>	<p>1. essay applying Aristotle's notion of the Good to the question of abortion</p> <p>2. apply mathematical models to problems in physics</p>

General Education Program

Continuing Student Policy

GENERAL EDUCATION POLICY FOR CONTINUING STUDENTS

(Approved: Faculty Senate October 14, 2002; General Faculty November 19, 2002)

Any combination of courses from the old General Education Program in place prior to Fall 2003 or the new General Education Program initiated in Fall 2003 which totals at least fifty-five credits and which complies with the distribution requirements detailed below may be used to satisfy the General Education requirements in effect prior to Fall 2003. To utilize this transitional arrangement, all courses must be completed by the end of Summer 2008.

Area I: 11 or 12 credits

Two English composition courses and one mathematics course.

Thirty-two credits from Areas II, III and IV distributed among these three areas in accordance with the following's conditions.

Area II: 9 to 18 credits

A. History: 6 to 10 credits

B. The Non-Western World: 3 to 8 credits*

* If two courses are selected, one must be chosen from Comparative Studies and one from Regional Studies.

Area III: 9 to 14 credits

At most one course may be selected from each of the four subcategories comprising this area (economics, political science, psychology, and sociology).

Area IV: 6 to 8 credits

A. Great Books: 3 to 4 credits

B. Fine and Performing Arts: 3 to 4 credits

Area V: 12 credits (lab sciences)

General Education Program

Transfer Student Policy

**POLICY GOVERNING TRANSFER STUDENTS' COMPLETION
OF
GENERAL EDUCATION PROGRAM**

(Approved: Faculty Senate October 14, 2002; General Faculty November 19, 2002)

A transfer student who has completed the Ohio transfer module at a previous institution is considered to have completed General Education.

A transfer student who has not completed the transfer module may satisfy Wright State University's General Education requirements by combining WSU-approved General Education courses completed at a previous college or university with courses in the WSU General Education Program initiated in Fall 2003. These courses must total at least fifty-four credits and comply with the following distribution requirements:

Area I: Communication and Mathematical Skills

- A. English Composition: two courses
- B. Mathematics: one course

Area II: Cultural-Social Foundation

- A. History: one course
- B. The Non-Western World: one course

Area III: Human Behavior

One course each from two different categories

- A. Economics
- B. Political Science
- C. Psychology
- D. Sociology

Area IV: Human Expression

One course from either category

- A. Great Books
- B. Fine and Performing Arts

Additional Courses from Areas Two, Three, and Four

Two additional courses from Areas II, III, or IV, each from a different area.

Except for Area II, the course selected must come from a different category than the course(s) chosen to meet the area requirement.

Area V: Natural Sciences

Three quarter courses or equivalent - (lecture and lab) from any one or a combination of the following:

- A. Biology
- B. Chemistry
- C. Geology
- D. Physics

Area VI: College Component

One course as determined by major college

Writing Intensive (WI) Courses in GE

A transfer student who has completed the transfer module that is part of the Ohio Articulation and Transfer Policy will be considered as having met the Writing in GE requirements.

A transfer student who has completed at least 75% (40 hours) of the transfer module may meet the Writing in GE requirement by completing one writing intensive course. A transfer student who has completed less than 75% (40 hours) of the transfer module must complete the University's general education requirements, including the Writing in GE requirement, as follows:

A transfer student who has completed 50%-74% (28-39 hours) of general education must successfully complete two WI courses in GE, in addition to English 101 and 102.

A transfer student who has completed 25%-49% (14-27 hours) of general education must successfully complete three WI courses in GE, in addition to English 101 and 102.

A transfer student who has completed less than 25% (13 or fewer hours) of general education must successfully complete four designated WI courses in GE, in addition to English 101 and 102.

NOTE: All transfer students must complete two WI courses in the major.

General Education Program

High School Preparation Policy

HIGH SCHOOL PREPARATION

(Approved: Faculty Senate January 6, 2003; General Faculty February 18, 2003)

Wright State University has adopted a college preparatory curriculum policy. The university requires applicants to have a high school record that meets the recommendations of the *Advisory Commission on Articulation between Secondary Education and Ohio Colleges*. Students who do not meet the high school course requirements may be admitted to the university with conditions and will be required to remove deficiencies before they can graduate from Wright State University. Students should remove high school deficiencies by the completion of 90 credit hours at Wright State University

The following table summarizes the college preparatory course requirements and indicates how deficiencies may be removed.

<u>Subject Area Requirement</u>	<u>Removal of Deficiencies</u>
English – four units	Pass ENG 101*
Mathematics –three units (including Algebra I and II)**	Pass MTH 126 or MTH 127*
Social Sciences – three units (including two units in history)	Complete two general education courses in History and an additional general education course in either History or Human Behavior.
Science —three units	Complete the general education requirement in Natural Sciences. A one-term lecture/lab course removes up to one unit of deficiency.
Foreign Language –two units (In the same foreign or classical language through Level II)**	Pass courses through the 103 level or demonstrate proficiency by examination.
Arts – one unit	Complete one general education course in Fine and Performing Arts.

* Initial enrollment in English will be determined by guided placement and initial enrollment in Mathematics courses will be determined by placement testing.

** Algebra I and Foreign Language I may be taken before high school.

General Education Program

Transfer Module

TRANSFER MODULE

(Approved: Faculty Senate March 3, 2003)

UNIVERSITY/COLLEGE: Wright State University

 56 **Quarter Hours** **Semester Hours**

Field	General Education Requirements Applied to TM	Additional General Education Requirements (12-14 sem, 18-24 qtr)	Additional General Education Requirements Beyond the TM for Graduation
English Minimum 5qtr/3sem	8 hours ENG 101 ENG 102		
Mathematics Minimum 3qtr/3sem	4+ hours MTH 145 or approved substitute		
Arts/Hum Minimum 9qtr/6sem	12-20 hours Classics 150 College Component ³ Comparative Studies ¹ Fine Arts Great Books History 101, 102, 103 Regional Studies ²		
Soc Science Minimum 9qtr/6sem	12-20 hours College Component ³ Comparative Studies ¹ Economics 200, 204, 205, 290 Political Science 200 Psychology 105 Regional Studies ² Sociology 200, 205 Women's Studies 200		
Nat Science Minimum 9qtr/6sem	12-16 hours Biology; Chemistry; Geology; Physics; College Component ³		
Interdisciplinary Maximum 9qtr/6sem	College Component ³		
			4 hours College Component ³
Sub Total Minimum 36qtr/24sem	56		

Total 56
54-60 quarter hours
TOTAL TRANSFER MODULE

Interpretation of WSU Transfer Module

All courses in the History subcategory will count in Humanities.

All Human Behavior courses will count in Social Sciences.

All Human Expression courses will count in Humanities.

Superscript 1: Comparative Studies

The following Comparative Studies courses will count as Humanities:

CST 231 Comparative Non-Western Literatures

CST 232 Comparative Non-Western Religions

CST 242 Comparative Non-Western Music

CST 243 Comparative Non-Western Art

The following Comparative Studies courses will count as Social Sciences:

CSE 250 Comparative Non-Western Economic Systems

CST 221 Comparative Non-Western Environments

CST 241 Comparative Non-Western Cultures

CST 251 Comparative Non-Western Political and Social Systems

Superscript 2: Regional Studies

The following Regional Studies courses will count as Humanities or Social Sciences:

RST 261 Regional Studies: Japan

RST 262 Regional Studies: China

RST 271 Regional Studies: Africa

RST 281 Regional Studies: Latin America

RST 291 Regional Studies: The Middle East

The following Regional Studies course will count as Social Sciences:

RSE 260 Regional Economic Studies

Superscript 3: College Component

The following College Component courses will count as Humanities:

AFS 200 What is African and African American Experience

CLS 204 Great Books: Classics

CST 231 Comparative Non-Western Literatures

CST 232 Comparative Non-Western Religions

CST 242 Comparative Non-Western Music

CST 243 Comparative Non-Western Art

ENG 204 Great Books: Literature

HST 200 Western Europe and Non-Western World

HST 220 Introduction to Gender History

MUS 290 African American Music: America and Beyond

PHL 200 Critical Thinking

PHL 204 Great Books: Philosophy

REL 204 Great Books: Religion

The following College Component courses will count as Social Sciences:

ATH 241	Introduction to Physical Anthropology
ATH 242	Introduction to Archaeology
CNL 210	Understanding Emotional Intelligence
CSE 250	Comparative Non-Western Economic Systems
CST 221	Comparative Non-Western Political and Social Systems
EC 290	Economic, Business and Social Issues
ED 210	Education in a Democracy
HST 200	Western Europe and Non-Western World
HST 220	Introduction to Gender History
PSY 110	Psychology: The Science of Behavior II
RHB 210	Introduction to Alcohol and Drugs
RSE 260	Regional Economic Studies
SOC 200	Social Life
SOC 205	The Sociological Imagination
SW 272	Cultural Competencies in a Diverse World
URS 200	Growth Change in Urban Society
WMS 200	Approaches to Women's Studies

The following College Component courses will count as either Humanities or Social Sciences:

RST 261	Regional Studies: Japan
RST 262	Regional Studies: China
RST 271	Regional Studies: Africa
RST 281	Regional Studies: Latin America
RST 291	Regional Studies: The Middle East

The following College Component courses will count as Sciences:

EH 205	Environmental Science and Society
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The following College Component courses will count as Interdisciplinary Studies:

HLT 202	Eastern Influences on Western Health
HST 221	American Diversities

The following College Component courses will not count in the Transfer Module:

EGR 190	Fundamentals of Engineering and Computer Science
FIN 205	Personal Financial Decision Making
HLT 201	Human Expressions and Health
HLT 203	The Language of Health Data
NUR 212	Nursing for Health and Wellness Lifestyles

General Education Program

Transfer Policy ***Implementation Guidelines***

Guidelines for Implementation of WSU's General Education Transfer Policy

(Approved: Faculty Senate April 7, 2003)

COURSES COMPLETED PRIOR TO MATRICULATION AT WSU

Areas I Through V

A transfer course completed prior to matriculation at WSU that meets any one of the following three criteria may be applied toward WSU's general education requirements.

- I. The course is equivalent to a WSU General Education course.
- II. The course was completed at an institution with an approved Ohio Transfer Module and both of the following conditions are satisfied:
 - a) The course is included in the institution's Transfer Module.
 - b) The course significantly addresses the learning objectives of an Area of WSU's General Education Program.
- III. The course was completed at an institution without an approved Ohio Transfer Module and both of the following conditions are satisfied:
 - a) The course is included in the institution's General Education program.
 - b) The course significantly addresses the learning objectives of an Area of WSU's General Education Program.

A transfer course that meets one of the above criteria may be applied to any of General Education Areas I through V for which the learning objectives are significantly addressed.

Area VI

To be applicable to an Area VI General Education requirement a transfer course must be equivalent to the WSU General Education course being replaced unless otherwise approved by the unit whose requirement is to be met.

COURSES COMPLETED SUBSEQUENT TO MATRICULATION AT WSU

Areas I Through V

To be applicable to an Area I through Area V General Education requirement, a transfer course completed subsequent to matriculation at WSU must be equivalent to the WSU General Education course being replaced.

Area VI

To be applicable to an Area VI General Education requirement a transfer course must be equivalent to the WSU General Education course being replaced unless otherwise approved by the unit whose requirement is to be met.

APPROVED TRANSFER MODULE COURSES

The following list of Transfer Module/General Education courses are applicable to the WSU GE Areas indicated **if completed prior to matriculation at WSU in accordance with the preceding general Guidelines**. This inventory will be updated and expanded, as circumstances require.

The course titles reflect common titles from Transfer Module/General Education courses across the state, and therefore have been approved by a Faculty Subcommittee through OBOR. All courses should be broad, introductory courses at the 100- or 200-level.

Area 1 – Composition and Mathematics

Composition:

- Introduction to Writing
- Writing 1 & 2
- Freshmen Composition

Mathematics:

(Note: Course must have Intermediate Algebra or H.S. Algebra II as a prerequisite.)

- Math for Liberal Arts
- Math Concepts
- Finite Math
- Statistics
- Any Transfer Module approved Statistics or Calculus course

Area II – Cultural-Social Foundation

History:

- Western Civilization
- American History
- American Civilization
- European History
- Any Transfer Module approved History or Civilization course that focuses primarily on the western world

Non-Western World:

- Any introductory 100- or 200-level course dealing primarily with Africa, Asia, Latin America or the Middle East

Area III – Human Behavior

Economics:

(Note: Course must include both macro and microeconomics.)

- General Economics
- Principles of Economics

Political Science:

- Introduction to Politics
- American Politics
- American Government
- International Politics
- Comparative Governments

Psychology:

Introduction to Psychology
Psychology 1 & 2

Sociology:

Introduction to Sociology
Sociology 1 & 2
Modern Society
Introduction to Women's Studies

Area IV – Human Expression**Great Books:**

Introduction to Literature
World Literature (counted here when the focus is primarily Western literature)
American Literature
British Literature
Old Testament
New Testament
Introduction to the Bible
Poetry Appreciation
Fiction
Drama
Short Stories
Women's Literature
French Literature, German Literature, Spanish Literature, etc. not used in the nonwestern category
Any Transfer Module approved Literature course

Fine and Performing Arts:

(Note: Course must be primarily an appreciation course, not performance-based.)

Introduction to Art
Introduction to Music
Introduction to Theatre
Art History
Music History
Music Literature
Theatre History
Dance Appreciation
History of Dance
Film Appreciation
Any Transfer Module approved Fine Arts course

Area V – Natural and Physical Sciences

(Note: Any introductory course in Biology, Chemistry, Geology or Physics with a laboratory component that is included in another institution's general education program may be counted in Area V.)

Anatomy and Physiology
Astronomy
Ecology
Oceanography
Environmental Science
Any Transfer Module approved Natural or Physical Science course that includes a laboratory component

Note: Any additional Transfer Module courses not applied to the categories above may count toward the required 54 hours in general education provided the area distribution requirements have been satisfied (using courses listed above) and the courses were completed prior to matriculation to WSU. Furthermore, additional general education courses completed at an institution without an Ohio Transfer Module may be counted in the same manner.

General Education Program

Frequently Asked Questions

Frequently Asked Questions

(Approved: General Education Implementation Committee March 6, 2003)

Responses to the following questions are provided in the interest of clarity and consistency:

1. If a student completes a college component course and then subsequently changes majors, is the college component completed?

It depends upon the rules established by the college in which or to which the student is transferring. Consult the program advisor.

2. If a student completes part of the EC 201 (or EC 204) sequence, will it apply toward Area III?

No. Any sequence substitution needs to be completed in its entirety.

3. If a returning student has previously taken a course that is now GE, can the course be applied to Area VI (or any area)?

If the course is listed in Area I - V, it will be applied to that area.

4. May a continuing student complete new courses (e.g. CLS 150, HLT 202) to finish an area?

If the course is listed in Area I - V, it will be applied in that area.

5. May a continuing student use URS 200, HLT 202, or SW 272 as CST?

Yes. However, these courses may not be taken as RST.

6. May a continuing student use Area VI courses?

If the course is listed in Area I - V, it will be applied in that area.

7. Does the Continuing Student Policy apply to readmitted students?

Yes

Non-degree students?

A non-degree student who has completed at least two courses from Areas II-V will be regarded as a continuing student.

Post-Secondary Enrollment Options (PSEO) students?

A PSEO student who has completed at least two courses from Areas II-V will be regarded as a continuing student.

8. Will the current three-credit hour GE course (e.g. SOC 200) cease to apply to GE beginning Fall 2008? If so, when student completes new four-hour course, how will credits and grades for old and new courses be treated?

Continuing students should be advised to complete their GE requirements by the end of Summer 2008 so that this issue does not arise.

9. In the Transfer Student Policy, what is the meaning of "WSU-approved"? What is the process for deciding application of transfer credit toward GE?

GEIC is in the process of developing a policy that will be available approximately mid-March.

10. Is WI label transferable from another institution?

No

11. If a transfer student brings 6 quarter hours of credit in one English Composition course, will the English department evaluate the course to determine if the student needs ENG 102?

No. The student must complete ENG 102 or earn credit for the course through the department's proficiency process.

12. What is the process of appeal regarding application of transfer credit toward GE?

The student files a petition that is reviewed by her/his College Petition Committee and the Undergraduate Students Petition Committee.

13. For how long are current articulation agreements grandparented?

Current articulation agreements will be honored until they are replaced.

Questions will be added as the need arises.

Writing Across the Curriculum Program

WRITING ACROSS THE CURRICULUM

(Approved: Academic Council 5/1/95; General Faculty 11/14/95; revised Academic Council 5/5/97, Faculty Senate 5/6/02, General Faculty 5/14/02, Faculty Senate 10/14/02, General Faculty 11/19/02)

Writing Across the Curriculum (WAC) at Wright State University is a comprehensive program extending writing throughout each student's undergraduate career. The Writing Across the Curriculum program consists of two parts -- Writing in General Education and Writing in the Major--and serves the following purposes:

1. To improve students' writing proficiency -- their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
2. To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
3. To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

Part I: WRITING IN GENERAL EDUCATION

1. All undergraduate students who first enroll at the University Fall Quarter 1996 or thereafter must complete four writing intensive (WI) general education courses, or allowable substitutions, in addition to the two required courses in freshman composition; transfer students will complete the WAC/GE requirement in proportion to the amount of the general education program they have completed when they enter the University (see WAC implementation for further details).
2. Each WI section of a GE course will include writing assignments totaling approximately 1500 words, which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). All the writing will count as part of students' performance in the course. Responsibility for ensuring that these course requirements are met rests with the colleges offering the courses and the Writing Across the Curriculum Committee.
3. WI sections are offered in required GE substitution courses, as well as in standard GE courses. In instances where the required substitutions are a sequence of two or three courses, only one of the courses in the sequence need be writing intensive.
4. As with "Writing in the Major," students must pass the "writing intensive" portion of a GE course in order to fulfill the university requirement for the program. Grading for the WI portion of a course is pass/no entry. Students are encouraged to complete all four Writing Intensive GE courses (as well as English 101 and 102) or to have demonstrated writing proficiency as described in #5 below by the time they have attained junior status.
5. Students who do not successfully complete the WI portion of four GE courses (excluding English 101 and 102) may satisfy the requirements for writing proficiency in GE in any one of the following three ways:
 - a. pass the WI portion of at least two GE courses and earn a grade of C or better in an approved advanced writing course.
 - b. pass the WI portion of at least two GE courses and prepare an acceptable portfolio that includes writing on demand.
 - c. earn a grade of C or better in an approved advanced writing course and prepare an acceptable portfolio that includes writing on demand.
6. Copies of the plan for assessing Writing in General Education are available in the office of the WAC Coordinator.

The combination of four writing intensive courses in GE and two writing intensive courses in the major means that the Writing Across the Curriculum Program at WSU requires each undergraduate student to complete a minimum of six writing intensive courses in addition to their required freshman composition courses.

*pass = the equivalent of a C grade or better

NOTE: With the implementation of the revised GE program in Fall Quarter 2003, GE writing intensive courses will be available within a number of areas, including (but not limited to) the following: Area II (all Non-Western World classes); Area III (SOC 200, SOC 205, WMS 200; EC 290, and some sections of EC 200); Area IV (all Great Books classes); Area V (some classes); Area VI (all classes). Students completing the 1987 General Education program may count writing intensive courses in the 2003 GE program toward fulfilling their writing intensive requirements.

Part II: WRITING IN THE MAJOR

Beginning Fall Quarter 1996, all incoming first-year students and transfer students must successfully complete two Writing Intensive courses in their major field in order to graduate. Successful completion of Area One General Education writing courses (ENG 101 and 102) is a prerequisite for all Writing Intensive courses in the major.

--Writing Intensive sections of current courses. Any course in a major program may be designated "Writing Intensive" by the unit offering the course. Writing Intensive courses will have at least 4500 words (18 double-spaced pages) of writing, at least half of which will be evaluated formally and all of which will count as part of students' performance in the course. Writing Intensive courses must meet criteria established and monitored by the Writing Across the Curriculum Committee. Responsibility for ensuring that WI course requirements are met rests with the department offering the course, the college, and the WAC Committee.

Guidelines and examples of how the writing requirement may be met are available from the Writing Across the Curriculum Coordinator. Additional assistance is provided by the University Writing Center.

To permit flexibility in scheduling and staffing, units may designate certain sections of a course as Writing Intensive during any quarter. Course sections designated Writing Intensive will be identified in the quarterly class schedule.

--Independent Writing Project. Under exceptional circumstances, a paper of at least 2500 words written under the direction of a faculty member in the student's major field will be accepted for Writing Intensive credit. This option may count as no more than one Writing Intensive course and must be approved by the chair of the student's major department. Students are expected to fulfill the rest of the minimum requirement by completing one or more regular WI courses.

WRITING INTENSIVE COURSE GRADING

Writing Intensive credits are entered separately from course grades on student transcripts as PASS/NO ENTRY. In order to receive a PASS, students must complete the writing component of a WI course with a grade of C or better. Students who do not pass the writing component of a WI course but receive a D or better for the course grade need not repeat that course, unless it is required by the major. They must, however, pass the writing components of two WI courses to fulfill the requirement.

ASSESSMENT

Copies of the plan for assessing Writing in the Major are available in the office of the WAC Coordinator.

IMPLEMENTATION OF WRITING ACROSS THE CURRICULUM: WRITING IN GENERAL EDUCATION AND WRITING IN THE MAJOR

1. Each designated Writing Intensive (WI) course in the major and in general education is identified as such in the quarterly class schedule.
2. For record-keeping purposes and to allow maximum scheduling flexibility, each designated WI course is assigned a 0-credit "lab" to represent the writing component of the course. The lab is graded pass/no entry (P/no entry). The Registrar adds the lab to the course after the drop date has passed, thereby removing the need for students to register for both the course and the lab and preventing them from dropping the writing component of a course while retaining the course itself, or vice versa. Likewise, removal of credit for the course grade will also remove credit for the writing component.

Each writing section generates 2 grade sheets, one for the course grade, one for the WI grade (P/no entry). Both grades will appear on the student's transcript and permanent record (unless a student fails the writing component of a course, in which case there will be no entry).

3. Students taking WI courses within the general education program or within the major can 1) pass both the course and the WI component; 2) pass the course and fail the WI component; or 3) pass the WI component of the course but fail the course itself.
 - A. A student who does not successfully complete the WI portion of four GE courses (excluding English 101 and 102) may satisfy the requirements for writing proficiency in GE in any of the following three ways:
 - a. pass the WI portion of at least two GE courses and earn a grade of C or better in an approved advanced writing course.

- b. pass the WI portion of at least two GE courses and prepare an acceptable portfolio that includes writing on demand.
 - c. earn a grade of C or better in an approved advanced writing course and prepare an acceptable portfolio that includes writing on demand.
- B. To fulfill the Writing in the Major requirement only (This option is not available to students fulfilling the Writing in GE requirement.), take the "Independent Writing Project" available within the program or a designated writing intensive independent reading course. Each department designates the appropriate course needed to complete the requirement. Students may use the "Independent Writing Project" or the designated writing intensive independent reading course to fulfill only one of the two-course requirement.
- C. A student who passes WI portion of a course but fails the course itself may receive credit for fulfilling the writing requirement but may/will still need to repeat the course to fulfill the major or general education requirement.
- D. A student who drops a writing intensive course automatically drops the "lab" attached to the course. In other words, it will not be possible to drop a course and retain the WI component of the course.
4. Transfer students who have completed the transfer module that is part of the Ohio Articulation and Transfer Policy will be considered as having met the Writing in GE requirements. Transfer students who have completed at least 75% (40 hours) of the transfer module may meet the Writing in GE requirement by completing one writing intensive course. Transfer students who have completed less than 75% (40 hours) of the transfer module must complete the University's general education requirements, including the Writing in GE requirement, as follows:

50%-74% (28-39 hours) of general education completed -- successfully complete two WI courses, in addition to English 101 and 102.

25%-49% (14-27 hours) of general education completed -- successfully complete three WI courses, in addition to English 101 and 102.

fewer than 25% or 14 hours of general education completed - successfully complete all four designated WI courses, in addition to English 101 and 102.

When students who still need writing intensive credit in General Education courses already have credit for the General Education courses designated as writing intensive at WSU, those students may apply credit from other designated writing intensive courses to meet that requirement. Those courses may be in General Education (e.g., a second writing intensive science course) or, when available, a third writing intensive course in the major. No writing intensive course in the major will be counted toward both General Education and writing in the major requirements.

Transfer students who do not successfully complete the WAC requirements above may satisfy the requirements for writing proficiency in GE by completing the appropriate substitution described under 5 a.b.c. under "Writing in General Education."

Transfer students must complete the two-course writing requirement in the major.

5. Returning students who have not been enrolled at the university for four or more consecutive quarters and who have not completed general education requirements must complete the Writing in General Education requirements as follows:
- at least 75% (40-55 hours) of general education completed -- successfully complete one WI course, in addition to ENG 101 and 102.
 - 50%-74% (28-39 hours) of general education completed -- successfully complete two WI courses, in addition to ENG 101 and 102.
 - 25%-49% (14-27 hours) of general education completed -- successfully complete three WI courses, in addition to ENG 101 and 102.
 - less than 25% (fewer than 14 hours) of general education completed - successfully complete all four writing intensive courses, in addition to ENG 101 and 102.

When returning students who still need writing intensive credit in General Education have already taken the earlier versions of General Education courses now designated as writing intensive, those students may apply credit from other designated writing intensive courses to meet that requirement. Those courses may be in General Education (e.g., a second writing intensive science course) or, when available, a third writing intensive course in the major. No writing intensive course in the major will be counted toward both General Education and writing in the major requirements.

Returning students who do not successfully complete the requirements above may satisfy the requirements for writing proficiency in GE by completing the appropriate substitution described under 5 a.b.c. under "Writing in General Education."

Returning students must complete the two-course writing requirement in the major. In the event a returning student has completed earlier, non-WI versions of courses now offered as the department's WI courses and no further WI courses in the major are available, the student will complete the independent writing project to cover one of the courses; the requirement for the second course can be waived with the approval of the department.

6. WSU graduates returning to earn another undergraduate degree must complete the Writing in the Major requirements.
7. Students pursuing a dual major may have the writing requirements for one major waived at the discretion of that department/college.

Each college/unit is responsible for monitoring the progress of its majors in completing the university Writing Across the Curriculum requirements.

Oversight and Faculty Development

1. The Writing Across the Curriculum Committee is a standing subcommittee of the Undergraduate Curriculum and Academic Policy Committee (UCAPC), and the chair of that committee also serves as a non-voting member of UCAPC. The Writing Across the Curriculum Oversight Committee has oversight responsibility for writing in both GE and in the Major. The committee includes the following members: one faculty member from each undergraduate college who teaches or has taught Writing Intensive courses; the Director of the University Writing Center; the Director of Writing Programs (or department designee), Department of English Language and Literatures; a representative from the English as a Second Language (ESL) program; a representative for the General Education Oversight/Assessment Committee; and a student member.

The Writing Across the Curriculum Committee is charged with recommending action and policy to the Undergraduate Curriculum and Academic Policy Committee for Writing Across the Curriculum requirements. The WAC Committee has responsibility for the following areas: Writing in General Education requirements; Writing in the Major requirements; approval of criteria for Independent Writing Projects; monitoring and assessment of Writing Across the Curriculum, including Independent Writing Projects, Writing Intensive Courses, and WAC faculty development programs and activities.

2. The WAC Coordinator is responsible for devising and offering ongoing faculty development programs, many of which are developed in conjunction with the University Writing Center and the Center for Teaching and Learning.

ACKNOWLEDGMENTS

The Writing Across the Curriculum program was developed by a number of individuals over a period of several years. The proposal approved by General Faculty on November 14, 1995, included the following acknowledgments:

The University Undergraduate Committee and Academic Policy Committee wishes to thank Lillie Howard, Associate Provost for Undergraduate Education and Academic Affairs, for her assistance to us and her many efforts to bring Writing Across the Curriculum to fruition.

We also wish to acknowledge the many individuals who prepared earlier drafts of this proposal:

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Timeblock Model
Fall 2003

Standard Timeblock Model: Effective Fall 2003

(Approved: Faculty Senate March 5, 2001)

Fall 2003 data: 10 daytime timeblocks and 122 available general classrooms = 1,220 daytime classes accommodated. 8:30 a.m. start time; classes can meet on either a Monday/Wednesday/Friday or Tuesday/Thursday schedule, all with common start times and no overlap between 3 and 4 credit classes. Daytime classes occur between 8:30 a.m. and 3:55 p.m.; evening classes begin at 4:10 p.m. A minimum of 10 minutes of break exists between classes.

Daytime Classes

Monday/ Wednesday/Friday	Tuesday/Thursday
50 or 65 minute classes 50 minutes=3 credit hours 65 minutes=4 credit hours	75 or 100 minute classes 75 minutes=3 credit hours 100 minutes=4 credit hours
8:30-9:20 (3 credit hours) 8:30-9:35 (4 credit hours)	8:30-9:45 (3 credit hours) 8:30-10:10 (4 credit hours)
9:45-10:35 (3 credit hours) 9:45-10:50 (4 credit hours)	10:25-11:40 (3 credit hours) 10:25-12:05 (4 credit hours)
11:00-11:50 (3 credit hours) 11:00-12:05 (4 credit hours)	
12:15-1:05 (3 credit hours) 12:15-1:20 (4 credit hours)	12:20-1:35 (3 credit hours) 12:20-2:00 (4 credit hours)
1:30-2:20 (3 credit hours) 1:30-2:35 (4 credit hours)	2:15-3:30 (3 credit hours) 2:15-3:55 (4 credit hours)
2:45-3:35 (3 credit hours) 2:45-3:50 (4 credit hours)	

Evening Classes

Classes Meeting Two Nights Per Week 75 minutes=3 credit hours 100 minutes=4 credit hours	Classes Meeting One Night Per Week 160 minutes=3 credit hours (includes 10 minute break)
4:10-5:25 (3 credit hours) 4:10-5:50 (4 credit hours)	4:10-6:50 (3 credit hours)
6:05-7:20 (3 credit hours) 6:05-7:45 (4 credit hours)	
8:00-9:15 (3 credit hours) 8:00-9:40 (4 credit hours)	7:10-9:50 (3 credit hours)