

Report of the Wright State University Faculty Senate ad hoc committee for General Education Core Review

March 2015 – v1.2

Charge from the Faculty Senate [November 2014]

Mission and Responsibilities

On March 17, 2014 the Faculty Senate approved a resolution requiring a review of the Wright State core and other university-wide graduation requirements at least every four years by the Undergraduate Academic Policies Committee.

The Faculty Senate Executive Committee charges the Undergraduate Academic Policies Committee to initiate a review of the core and other university-wide graduation requirements via formation of an ad hoc General Education Core Review Committee.

The General Education Core Review Committee shall:

1. review the Wright State core to ensure the university-wide general education core learning objectives and university learning outcomes are consistent with appropriate program accreditation standards and national and state norms; satisfies the educational needs of our students and provides our students with the foundation for productive careers.
2. explore opportunities to differentiate and distinguish Wright State graduates by providing unique educational experiences and skills that give our graduates a competitive advantage as they begin their careers

Since changes in the core curriculum have university-wide impact on student success, time-to-graduation, student advising, and course scheduling; the Undergraduate Academic Policies Committee is charged with overseeing the General Education Core Review Committee.

The Undergraduate Policies Committee should submit their recommendations to the Faculty President prior to the March 2015 meeting of the Faculty Senate Executive Committee.

Membership

Members of the General Education Core Review Committee shall be appointed by the Senate Executive Committee and include two faculty representatives from each college offering undergraduate programs. The committee will be co-chaired by the chairs of the Undergraduate Curriculum Committee and the Undergraduate Policies Committee, who will serve as non-voting, ex officio members. The committee may add additional non-voting members as need to address specific policies and procedures.

Committee Members

- Fall Ainina (RSCOB)
- David Bukovinsky (RSCOB)
- Ava Chamberlain (COLA)
- Mark Cubberley (LAKE)
- Mindy Diesslin (COSM)
- Travis Doom (co-Chair, CECS)
- Fred Garber (CECS)
- Carol Loranger (Chair, NV)
- Elizabeth Pulley (CONH)
- Kim Ringo (CONH)
- Vaughn Shannon (COLA)
- Michelle Smith (LAKE)
- Amy Wissman (COSM)
- CEHS declined participation

Table of Contents

Mission and Responsibilities	1
1 Executive summary	4
2 The mission of the Wright State Core.....	7
2.1 The mission of the Wright State Core [Current]	7
2.2 The mission of the Wright State Core [Proposed]	7
2.3 Rationale for proposed change	7
3 University Learning Objectives	8
3.1 University Learning Objectives [Current].....	8
3.2 University Learning Objectives [Proposed]	8
3.3 Rationale for proposed change	8
4 The elements of the Wright State Core [Current]	9
4.1 The elements of the Wright State Core [Current]	9
4.2 Learning outcomes [Current].....	9
4.3 List of general education courses by element [Current].....	11
4.4 Ohio Transfer module [Current]	12
5 The elements of the Wright State Core [Proposed]	13
5.1 Rationale for proposed change	14
5.2 The elements of the Wright State Core [Unchanged].....	15
5.3 Learning outcomes [Proposed]	16
5.4 Learning objective element requirements for general education [Proposed]	17
5.5 List of general education courses by element [Draft]	18
5.6 Ohio Transfer Module [Draft]	20
6 State of Ohio Transfer Module Requirements [Reference].....	21
7 Instructional Quality [Proposed].....	23
8 Instructional Access [Proposed]	24
9 Assessment and improvement [Draft]	24
9.1 Approval, assessment, and deactivation of general education courses [Draft]	24
10 Considerations for future general education core review	26

1 Executive summary

ELEMENTS	REQUIRED DISTRIBUTIONS	HOURS
COMMUNICATION	One composition/writing course	3
MATHEMATICS	One course	3
ARTS/HUMANITIES	Two courses	6
SOCIAL SCIENCE	Two courses	6
NATURAL SCIENCE	Two lecture/lab science courses	6
ADDITIONAL GE COURSES	Additional hours from approved GE courses from any of the Elements OR Interdisciplinary	(12)
TOTAL	12 courses	36

State minimum GE Core distributions

ELEMENTS	REQUIRED DISTRIBUTIONS	HOURS
COMMUNICATION	One first-year composition course One second-year writing course	6
MATHEMATICS	One course	3
GLOBAL TRADITIONS	One interdisciplinary Global Studies course One history course	6
ARTS/HUMANITIES	One course	3
SOCIAL SCIENCE	Two courses from different disciplines	6
NATURAL SCIENCE	Two lecture/lab science courses	8
ADDITIONAL CORE COURSES	Two additional approved Wright State Core courses from any of the Elements (some programs may designate these courses)	6
MULTICULTURAL COMPETENCE	As part of the Core, in addition to the interdisciplinary Global Studies Course (Element 3), students must take a second designated multicultural competence class in any Element or as an additional course.	n/a
WRITING ACROSS THE CURRICULUM	As part of the Core, students must take two Integrated Writing (IW) Core courses	n/a
TOTAL	12 courses	38

Current Wright State General Education Credit hour distributions

ELEMENTS	REQUIRED DISTRIBUTIONS	Current	Proposed	State
COMMUNICATION	One first-year composition course One second-year academic research and writing course	6	6	3
MATHEMATICS	One quantitative reasoning course	3	3	3
ARTS/HUMANITIES	One historical perspectives course One additional course	9	6	6
SOCIAL SCIENCE	Two courses	6	6	6
NATURAL SCIENCE	One laboratory science course One additional science course	8	7	6
GENERAL EDUCATION ELECTIVE	One multicultural literacy course Two additional general education electives, any level/area	6	9	(12)
TOTAL		38	37	36

Proposed Wright State General Education Credit hour distributions

The educational elements included in a university's General Education Core have attained the highest selective distinction: universal requirement for all students to achieve baccalaureate. Elements and courses designated as fulfilling these most essential and pervasive learning objectives must attain the highest standards of academic quality, in pedagogical effectiveness, and in assessment processes.

In what follows, we bring specific recommendations addressing the selection of elements, distributions, outcomes, delivery modalities, instructional guidelines, and continuous assessment and improvement processes for the Wright State University General Education Core. These recommendations propose a more flexible general education core. Course selections which satisfy the current core will continue to satisfy the proposed core. Thus, adoption of proposed core allows, but does not necessitate urgent, changes to existing programs, advising pathways, institutional articulations, or the state transfer module.

The findings of the ad hoc committee for General Education Core Review suggest:

- **Recommendation One:** The faculty senate should consider approval of the proposed mission statement of the Wright State Core and proposed University Learning Objectives.
- **Recommendation Two:** The Faculty Senate should consider approval of the proposed Wright State General Education Credit hour distributions and proposed Core Element Learning Outcomes and Requirements.
- **Recommendation Three:** The Faculty Senate should charge an ad hoc committee to specifically consider and further improve the learning objectives of the multicultural literacy requirement over the next academic year. Furthermore, the ad hoc committee recommends that this same body develop a process to determine which existing MC-tagged courses will fully satisfy this requirement and the process by which courses will be approved and assessed as satisfying this requirement in the future.
- **Recommendation Four:** The Faculty Senate should affirm the expectation that every general education course shall be coordinated by a full-time faculty member eligible for membership in the Faculty Senate and/or one of the faculty bargaining units who teaches the course at least once each year.
- **Recommendation Five:** The Faculty Senate should affirm the expectation that the ratio of students to faculty and instructional support staff for general education courses remain at levels that allow faculty and staff to know, teach, and provide substantive feedback to student learners.
- **Recommendation Six:** The Faculty Senate should affirm a goal that, every academic term, the university shall offer a distance or blended-mode offering of at least one course in each element of the general education curriculum.
- **Recommendation Seven:** The Faculty Senate should affirm that status as a general education course requires periodic reassessment. The Faculty Senate should charge UCRC or an appropriate ad hoc body to work with the Vice President for Curriculum and Instruction or his proxies to develop and finalize a plan for regular course-level assessment of general education element learning outcomes by December 2015 so that proposed Wright Core can be implemented in Fall semester 2016.

2 The mission of the Wright State Core

2.1 The mission of the Wright State Core [Current]

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

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

2.2 The mission of the Wright State Core [Proposed]

The Wright State Core builds a foundation for life-long learning that equips students to act as engaged, conscientious, and educated citizens of a diverse world.

The Wright State Core is an integrated program of courses that provides students with the breadth of skills, depth of knowledge, and range of experience expected of university graduates. A university degree goes beyond training graduates for a profession; it transforms lives. The Wright State Core prepares students to live well, to take joy in their cultural heritage, and to give direction and meaning to their lives. It fosters the knowledge and skills essential for critical thinking, creative problem solving, meaningful civic engagement, multicultural understanding, and appreciation of the arts and sciences. Building on this foundation, Wright State graduates will be able to synthesize knowledge from multiple disciplines, to contribute meaningfully to their communities, and to engage effectively with the increasingly interconnected global and technological environment in which they live and work.

2.3 Rationale for proposed change

The mission of Wright State's General Education has not changed substantially in vision. The changes proposed by the committee are designed to more clearly illustrate that the core is the foundation for life-long learning that helps to enable good citizenship, professional success, insight into the world, and a life well lived.

3 University Learning Objectives

3.1 University Learning Objectives [Current]

Wright State graduates will be able to:

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

3.2 University Learning Objectives [Proposed]

At the end of their Core/general education studies, Wright State graduates will be able to:

1. communicate effectively in multiple modes
2. demonstrate quantitative literacy
3. articulate, synthesize, and evaluate arguments and evidence using the methodologies employed by the natural sciences, social sciences, and the arts and humanities
4. demonstrate understanding of contemporary social and ethical issues
5. demonstrate multicultural literacy within a complex global environment

3.3 Rationale for proposed change

- The current University Learning Objective (ULO) 1 has been broadened to reflect the importance of communication not only in the written word, but also the importance of formal presentation, collaboration in a team, and multiple modes of communication. Therefore, it includes technological literacy, as well as more conventional modes of communication.
- Proposed ULO2 has been broadened from simple recognition of mathematical literacy to recognition of quantitative literacy in general.
- Proposed ULO 3 has merged previous ULOs 3 and 4 to more concisely communicate that the methods of inquiry utilized by the sciences and humanities include the mechanisms by which arguments and evidence are critically evaluated
- Proposed ULO 4 is essentially unchanged and simply redesignates existing ULO 6.
- Proposed ULO 5 has been broadened in recognition that global competence and multicultural competence are inherently bound together in the demonstration of multicultural literacy.
- Existing ULO 7 has been moved into the mission statement. The specific objectives by which this mission is accomplished are encompassed in the broadened proposed ULOs.

4 The elements of the Wright State Core [Current]

ELEMENTS	REQUIRED DISTRIBUTIONS	HOURS
COMMUNICATION	One first-year composition course One second-year writing course	6
MATHEMATICS	One course	3
GLOBAL TRADITIONS	One interdisciplinary Global Studies course One history course	6
ARTS/HUMANITIES	One course	3
SOCIAL SCIENCE	Two courses from different disciplines	6
NATURAL SCIENCE	Two lecture/lab science courses	8
ADDITIONAL CORE COURSES	Two additional approved Wright State Core courses from any of the Elements (some programs may designate these courses)	6
MULTICULTURAL COMPETENCE	As part of the Core, in addition to the interdisciplinary Global Studies Course (Element 3), students must take a second designated multicultural competence class in any Element or as an additional course.	n/a
WRITING ACROSS THE CURRICULUM	As part of the Core, students must take two Integrated Writing (IW) Core courses	n/a
TOTAL	12 courses	38

Current Wright State General Education Credit hour distributions

4.1 The elements of the Wright State Core [Current]

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

4.2 Learning outcomes [Current]

AT THE COMPLETION OF THE WRIGHT STATE CORE, A STUDENT WILL BE ABLE TO DO EACH OF THE FOLLOWING:

ELEMENT 1: COMMUNICATION

The foundational skills students need in academic discourse, research, and documentation in an electronic environment

- Adapt rhetorical processes and strategies for audience, purpose, and type of task
- Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
- Employ appropriate mechanics, usage, grammar, and spelling conventions
- Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments

- Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately
- Present focused, logical arguments that support a thesis
- Use electronic environments to draft, revise, edit, and share or publish texts

ELEMENT 2: MATHEMATICS

The foundational skills required to use and interpret mathematics and statistics

- Identify the various elements of a mathematical or statistical model
- Determine the values of specific components of a mathematical/statistical model or relationships among various components
- Apply a mathematical/statistical model to a real-world problem
- Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data
- Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs

ELEMENT 3: GLOBAL TRADITIONS

Historical analysis and global perspectives necessary to understand our diverse world

- Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world
- Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
- Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

ELEMENT 4: ARTS AND HUMANITIES

Tools for analysis and appreciation of the arts, philosophy, and religious thought

- Critically analyze significant creative, literary, philosophical or religious works
- Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works
- Recognize, evaluate and respond to creative, philosophical or religious works
- Develop appropriate and ethical applications of knowledge in the humanities or the arts

ELEMENT 5: SOCIAL SCIENCE

Perspectives on human behavior and culture informed by the disciplines of the social sciences

- Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns
- Explain and critique the methods of inquiry of social science disciplines
- Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge
- Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society

ELEMENT 6: NATURAL SCIENCE

Introductions to the scientific understanding of the physical and biological phenomena

- Understand the nature of scientific inquiry
- Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources
- Distinguish between science and technology and recognize their roles in society
- Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry
- Discuss fundamental theories underlying modern science

4.3 List of general education courses by element [Current]

Element 1 – Communication 1st year Writing Course: ENG 1100, 1130, 1140; Communication – 2nd year Writing Course: EGR 3350, ENG 2100, ENG 2110, ENG 2120, ENG 2130; Communication – Additional: COM 1010

Element 2 – Mathematics: EC 1050, EGR 1010, MTH 1440, MTH 1450, MTH 2240, MTH 2280, MTH 2300, MTH 2310, MTH 2430, STT 1600, STT 2640

Element 3 – Global Traditions – Interdisciplinary Global Studies: AFT 2000, ATH 2500, CS 1000, CST 2210, CST 2310, CST 2320, CST 2410, CST 2420, CST 2430, CST 2510, EC 2100, EC 2500, EC 2900, ED 2100, FAS 1050, ML 2030, RST 2610, RST 2620, RST 2710, RST 2810, RST 2910, RST 2920, URS 2000

Element 3 – Global Traditions – History: CLS 1500, HST 1100, HST 1200

Element 4 – Arts/Humanities: ART 2140, CLS 1600, CLS 2040, CST 2310, CST 2420, ENG 2040, ENG 2050, FMS 1310, MP 1310, MUS 1210, MUS 2140, MUS 2900, PHL 2100, PHL 2040, PHL 2050, REL 2040, TH 2140, UH 2010

Element 5 – Social Science: ATH 2200, EC 2000, EC 2100, EC 2040, EC 2050, EC 2500, EC 2900, FIN 2050, PLS 2000, PSY 1010, SOC 2000, SW 2720, UH 2020, WMS 2000

Element 6 – Natural Science: ATH 2100, BIO 1050, BIO 1060, BIO 1070, BIO 1120, BIO 1150, BIO 3540, CHM 1020, CHM 1050, CHM 1060, CHM 1070, CHM 1210, CHM 1220, CHM 2450, CS 1150, EES 1030, EE 1050, EES 1070, EES 2150, EES 2510, EES 2550, EES 3450, KNH 2500, PHY 1050, PHY 1060, PHY 2400, PHY 2410, PHY 2450, PHY 2460, SM 1010

4.4 Ohio Transfer module [Current]

The alignment between the Ohio Transfer Module and the current Wright State Core is shown in the table below.

Ohio Transfer Module Area	Wright State Ohio Transfer Module Courses and the Core Element(s) in Which Each Occurs ¹	
English/Oral Communication	ENG 1100 (Element 1) ENG 1110 (Element 1) ENG 1130 (Element 1) ENG 1140 (Element 1) ENG 2100 (Element 1)	ENG 2110 (Element 1) ENG 2120 (Element 1) ENG 2130 (Element 1) COM 1010 (Element 1) ²
Mathematics, Statistics, or Formal Logic	MTH 1280 (Element 2) MTH 1340 (Element 2) MTH 2300 (Element 2)	MTH 2310 (Element 2) STT 2640 (Element 2) MTH 2280 (Element 2)
Arts/Humanities	AFS 2000 (Element 3) ART 2140 (Element 4) CLS 1500 (Element 3) CLS 2040 (Element 4) CST 2310 (Element 3, 4) CST 2320 (Element 3) CST 2420 (Element 3, 4) CST 2430 (Element 3) ENG 2040 (Element 4)	HST 1100 (Element 3) HST 1200 (Element 3) MP 1310 (Element 4) MUS 2140 (Element 4) MUS 2900 (Element 4) PHL 2040 (Element 4) REL 2040 (Element 4) TH 2140 (Element 4)
Social Science	ATH 2100 (Element 6) ATH 2200 (Element 5) CST 2210 (Element 3) CST 2410 (Element 3) CST 2510 (Element 3) EC 2000 (Element 5) EC 2040 (Element 5) EC 2050 (Element 5) PLS 2000 (Element 5)	PSY 1010 (Element 5) RST 2620 (Element 3) RST 2710 (Element 3) RST 2810 (Element 3) RST 2910 (Element 3) RST 2920 (Element 3) SOC 2000 (Element 5) URS 2000 (Element 3) WMS 2000 (Element 5)
Natural Science	BIO 1050 (Element 6) BIO 1060 (Element 6) BIO 1070 (Element 6) BIO 1120 (Element 6) BIO 1150 (Element 6) CHM 1020 (Element 6)	CHM 1060 (Element 6) EES 1050 (Element 6) EES 1070 (Element 6) PHY 1050/1050L (Element 6) PHY 1060/1060L (Element 6)

¹ This table is reproduced from the most current WSU Transfer modules publically available at: <https://www.wright.edu/academic-affairs/programs/general-education/transfer-module> (Feb 2015).

The ad hoc committee recognizes that this information is dated due to recent and ongoing course modifications.

² COM 1010 is transferred only for students that have completed the entire transfer module (at an institution for which public speaking is an element one course).

5 The elements of the Wright State Core [Proposed]

ELEMENTS	REQUIRED DISTRIBUTIONS	HOURS
COMMUNICATION	One first-year composition course One second-year academic research and writing course	6
MATHEMATICS	One quantitative reasoning course	3
ARTS/HUMANITIES	One historical perspectives course One arts and letters course	6
SOCIAL SCIENCE	Two courses	6
NATURAL SCIENCE	One laboratory science course One additional science course	7
GENERAL EDUCATION ELECTIVES	One multicultural literacy course Two additional GE electives, any level/area	9
TOTAL	12 courses	37

Proposed Wright State General Education Credit hour distributions

The proposed Wright State Core includes the following changes/affirmations:

(1) The existing system of tagging GE courses as Integrated Writing (IW), Multi-Cultural (MC), or Service Learning) should be discontinued. The removal of this requirement allows students to more easily navigate course selection and allows exploration of a wider range of general education offerings than currently possible.

(2) A second-year academic research and writing course is required in the core (above the state requirement and distinctive to our program). The proposed core affirms the centrality of writing and includes a general commitment multicultural literacy throughout the curriculum, but this integration will not be specifically tagged in the general education core. All courses in the general education core are expected to include writing of an appropriate type, quantity, and level of proficiency for the specific subject. Writing assignments must be noted on the syllabus and evidence of appropriate writing as an integral part of the course will be required for assessment. All programs are encouraged to include, if programmatically valid, a program capstone experience (portfolio, capstone course/project, recital, experiential learning activity, etc.) that includes discipline specific communication appropriate to upper-level students. Such experiences, where possible, could serve as assessment points for measuring the cumulative impact of WSU's GE core on students nearing graduation.

(3) Multicultural literacy will be explicitly filled and assessed by the courses selected to meet the multicultural literacy requirement in the general education elective element. Although multicultural literacy is not included in the state transfer modules, it is a point of distinction and pride in our core program of general education.

(4) The Historical Perspectives requirement will no longer focus exclusively on Western Civilization. This requirement will include a significantly increased slate of courses focusing on historical perspectives in multiple areas of interest.

(5) Social science distributions no longer mandate that students study two different social sciences. Breadth of study is encouraged, but in-depth study in a single field is not in conflict with element learning objectives.

(6) Natural science distributions no longer mandate that students study two lab science courses. Study of the scientific method through laboratory experience remains a vital element of our core. The proposed core requires that at least one of the two required natural science courses include a laboratory experience. WSU does not currently offer any non-laboratory science courses. This change will both ease transition for incoming transfer students and allow the potential development of new, non-laboratory based natural science courses of general interest to the study body.

(7) The General Education Elective element will now allow the possible creation of upper-division GE coursework. This change, along with the increased flexibility in GE Electives courses, may more easily allow creation of experiential learning opportunities appropriate for upper-level students.

(8) The proposed core affirms the importance of limited prerequisites for 1000 and 2000 level general education courses – such courses should be open to all unconditionally admitted students who have completed the Ohio High School Core without deficiency. The proposed core allows, however, the possibility that 3000 level general education courses might exist that require maturity in general education. It may be appropriate for such courses to have prerequisites such as: “have completed at least 21 hours of the Wright State Core”, or “have completed the Communication Element of the Wright State Core”.

5.1 Rationale for proposed change

The guiding principles of the committee include:

- recognition of the importance of flexibility the core curriculum to accommodate the needs of a diverse population of students and programs,
- recognition of importance of retaining the distinctiveness of the Wright State Core, its support of the University’s mission, and the expectations of its students, graduates, and faculty,
- recognition of the importance of smooth transfer to/from Wright State programs from/to other schools participating in the Ohio Board of Regents articulation and transfer policy, and
- recognition of existing roadblocks that impact the timely completion of the general education program of study

The proposed revision retains a multicultural requirement but limits that requirement to one course taken as a Core elective; however at the same time the revision preserves enhancing the breadth and diversity of the Wright State Core by increasing students’ access to multicultural literacy courses across the five elements. The current Wright State Core requires one arts/literature appreciation course (Element 4 Human Expression) and two Global Traditions courses (Element 3), specifically divided between one course in western civilization

(history) and one interdisciplinary course in Global Studies, for a total of 9 credit hours across the arts and humanities. The current Core also requires two courses that address Multicultural Competency, only one of which can be satisfied by the required Global Traditions course. This two-course MC requirement can result in most students having to use one of their two Wright Core electives to take a fourth course from Element 3 or 4 (or a potential twelve hours—one third of the total hours – in the arts, humanities and, to a limited degree, social sciences), where the bulk of courses meeting the multicultural competency requirement reside.

The proposed revision reduces the Multicultural Competency requirement by one and combines the former Elements 3 and 4 into one category “Arts and Humanities,” which includes one course offering historical perspectives and one focusing on the study of the arts and letters for a total of six credit hours (down from nine). The options for completing the history requirement (currently limited to three large-enrollment Western Civilization-style options) will be significantly expanded by opening the history component to courses that may not fit the traditional western-civ model, particularly non-western history courses (Asian history, for example) and topical courses such as “history of science” and “environmental history” that would also be global in content

The number of free electives in the Wright Core is thus increased to three (nine credit hours) of which one course must address multicultural literacy. Raising the total number of Core electives to three enhances student choice and offers encouragement to all Colleges to develop courses that meet the Wright Core Learning Outcomes and guidelines and which will be attractive to their majors. The single required multicultural literacy elective could be drawn from any current Global Studies and MC courses (not including the one used to satisfy an Arts and Humanities requirement, i.e. no double-counting); but the committee encourages colleges and programs to develop additional courses that may meet the multicultural literacy outcomes and be attractive to targeted groups of students. In reducing the number of multicultural literacy requirements to one and in breaking this requirement free of the arts-humanities-social sciences elements, the committee both recognizes the importance of multicultural literacy in our current global environment and opens the door for the creation of additional offerings. Moreover, by opening the arts-humanities component to the inclusion of non-western and other history and arts, this revision not only eliminates a western-normative view of civilization inherent in the current requirement that funnels every Wright State graduate student through one of three western civilization courses, but also ensures that every student will take at least one multicultural literacy course, while increasing the opportunity for all students to choose to take more than one multicultural literacy course in general education.

5.2 The elements of the Wright State Core [Unchanged]

The Elements of the Wright State Core are the foundational skills, the broad areas of knowledge and practice, and the global, historical, and cultural perspectives that together

provide Wright State University students with the ability to negotiate their roles successfully and constructively in a changing world. Even more than in the past, graduates must be proficient in all methods of communication, able to use and interpret mathematical and statistical information, and must understand the methods of inquiry of the historian, the scientist, and the humanist.

5.3 Learning outcomes [Proposed]

AT THE COMPLETION OF THE WRIGHT STATE CORE, A STUDENT WILL BE ABLE TO DO EACH OF THE FOLLOWING:

FOR ALL ELEMENTS:

- The writing and communication skills students need to interact effectively with peers and colleagues, exemplified by the ability to produce writing or other communication of an appropriate type, quantity, and level of proficiency for the specific subject, occasion, and audience.

COMMUNICATIONS ELEMENT

The foundational skills students need in academic discourse, research, and documentation in an electronic environment

- Adapt rhetorical processes and organize and produce texts to meet the demands of specific genres, purposes, audiences, and stances [Com1]
- Employ appropriate mechanics, usage, grammar, and spelling conventions [Com2]
- Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments [Com3]
- Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, acknowledge and document the work of others appropriately, and present focused, logical arguments that support a thesis [Com4]
- Use electronic environments to draft, revise, edit, and share or publish texts [Com5]

MATHEMATICS ELEMENT

The foundational skills required to use and interpret mathematics and statistics

- Identify and determine the values of various elements of a mathematical or statistical model [Math1]
- Apply a mathematical/statistical model to a real-world problem [Math2]
- Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data [Math3]

ARTS/HUMANITIES ELEMENT

Perspectives necessary to understand our diverse world through historical analysis, appreciation of the arts, literature, philosophy, and religious thought

- Critically analyze and respond to significant creative, literary, philosophical, or religious works [AH1]
- Recognize the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical, or religious works [AH2]

- Critically describe some of the political, social or economic systems, historical, cultural or religious traditions, and/or technological innovations around the world [AH3]
- Apply appropriate methodologies to evaluate political, social, economic, literary, historical, cultural, religious, ethical, or technological questions [AH4]

SOCIAL SCIENCE ELEMENT

Perspectives on human behavior and culture informed by the disciplines of the social sciences

- Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns [SS1]
- Explain and critique the methods of inquiry of social science disciplines [SS2]
- Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge [SS3]
- Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to participate in democratic society and the modern world [SS4]

NATURAL SCIENCE ELEMENT

Introductions to the scientific understanding of the physical and biological phenomena

- Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources [NS1]
- Distinguish between science and technology and recognize their roles in society [NS2]
- Demonstrate an awareness of theoretical, practical, creative, and cultural dimensions of scientific inquiry [NS3]
- Discuss fundamental theories underlying modern science [NS4]

MULTICULTURAL LITERACY REQUIREMENT [Draft]³

Historical analysis and global perspectives necessary to understand our diverse world

- Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally [ML1]
- Apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities to understand contemporary social or ethical issues related to cultural, economic, social, sexual, physical, political, or racial diversity [ML2]
- Demonstrate skills required to engage in an informed and respectful way with diverse peoples, cultures, and histories [ML3]

5.4 Learning objective element requirements for general education [Proposed]

All Wright State students are expected to take a selection of core courses designed to introduce, develop, and assess all core general education learning objectives. In order to meet this

³ The ad hoc committee recommends that the Faculty Senate charge an appropriate faculty body to specifically consider and further improve the learning objectives of the multicultural literacy requirement over the next academic year. Furthermore, the ad hoc committee recommends that this same body develop a process to determine which existing MC-tagged courses satisfy this requirement and how new courses will be approved as satisfying this requirement.

goal, a list of courses must be maintained such that selection from options on this list guarantees inclusion of all element learning objectives.

Communication Element:

- 1st year Composition Course: Course must meet all Communication Learning Objectives (Com1-Com5)
- 2nd year Academic Research and Writing Course: Course must meet all Communication Learning Objectives (Com1-Com5)
- Note that both courses in this area meet all element objectives. The second year course further develops and refines students' abilities in these areas. Thus, second year general education academic research and writing courses are allowed prerequisite restrictions to ensure prior completion of a first year composition course or equivalent.

Mathematics Element:

- Quantitative Reasoning Course: Course must meet all Math Learning Objectives (Math1-Math3)

Arts/Humanities Element:

- Arts and Letters Course: Course must meet all Arts/Humanities Learning Objectives (AH1-AH4)
- Historical Perspectives Course: Course must meet Learning Objectives AH3 and AH4.
- Note that any selection of two courses from the above two subareas (one from each area) will guarantee coverage of all Learning Objectives for the Wright State University General Education Arts/Humanities Element.

Social Science Element:

- Course must meet all Social Science Learning Objectives (SS1-SS4)

Natural Science Element:

- Course must meet all NS Learning Objectives (NS1-NS4)

Multicultural Literacy Requirement:

- Course must meet all ML Learning Objectives (ML1-ML3)

5.5 List of general education courses by element [Draft]

The charge of the ad hoc committee for General Education Core Review does not allow time for a thorough and comprehensive classification of the current inventory of Wright State General Education courses into the elements of the proposed core. The placement of most existing courses into parallel elements is likely to be straightforward but must be done with care and due process. This transition provides an opportunity for the University Curriculum Review Committee to assess that each existing general education course includes the appropriate proposed Learning Objectives.

The draft list of existing general education courses below is designed as a simple illustration of how currently existing general education courses might fit into the framework of this proposal. This process must be undertaken in full should the updated to the General Education core recommended by this committee be approved. Final responsibility for the categorization of courses into each element rests with the standing University Curriculum Committee and the University Curriculum Review Committees of the Faculty Senate.

Communication Element:

- 1st year Composition Course: ENG 1100, 1110, 1130, 1140
- 2nd year Writing Course: EGR 3350, ENG 2100, ENG 2110, ENG 2120, ENG 2130

Mathematics Element:

- Quantitative Reasoning Course: EC 1050, EGR 1010, MTH 1440, MTH 1450, MTH 2240, MTH 2280, MTH 2300, MTH 2310, MTH 2430, STT 1600, STT 2640

Arts/Humanities Element:

- Arts and Letters Course: ART 2140, CLS 1600, CLS 2040, ENG 2310, MUS 2420, ENG 2040, ENG 2050, FMS 1310, MP 1310, MUS 1210, MUS 2140, MUS 2900, PHL 2100, PHL 2040, PHL 2050, REL 2040, TH 2140, UH 2010
- Historical Perspectives Course: CLS 1500, HST 1100, HST 1200. Additional classes should be developed for this area. Some existing global studies may be revised as historical perspectives courses.

Social Science Element:

- ATH 2200, EC 2000, EC 2100, EC 2040, EC 2050, EC 2500, EC 2900, FIN 2050, PLS 2000, PSY 1010, SOC 2000, SW 2720, UH 2020, WMS 2000

Natural Science Element:

- Laboratory Science: ATH 2100, BIO 1050, BIO 1060, BIO 1070, BIO 1120, BIO 1150, BIO 3540, CHM 1020, CHM 1050, CHM1060, CHM 1070, CHM 1210, CHM 1220, CHM 2450, CS 1150, EES 1030, EE 1050, EES 1070, EES 2150, EES 2510, EES 2550, EES 3450, KNH 2500, PHY 1050, PHY 1060, PHY 2400, PHY 2410, PHY 2450, PHY 2460, SM 1010
- Non-Laboratory Science: None (Additional classes should be developed)

Elective/Interdisciplinary General education courses (any level):

- Any 1000/2000 general education course in any element area may be taken to satisfy credit hours required for the general education elective requirement.
- Any 1000/2000 general access course that meets some, but not all, of the required general education learning objectives may be considered by the University Curriculum Committee for status as a general education elective. This includes interdisciplinary courses which include learning objectives from multiple elements but do not cover any one element to the degree required for inclusion on the above element course lists.
- Any 3000/4000 general course which focuses substantially on core learning objectives may be considered for elective status as a general education elective. Such courses are expected to require only prerequisites accessible to the general student population,

including, but not limited to, prerequisites of other general education course work, completion of one or more specific core elements, or completion of a specific number of general education credit hours.

- All courses in any of the element areas may also be taken as an elective selection.

Multicultural Literacy Requirement:

- Current MC-tagged GE courses that fully satisfy the multicultural literacy learning objective need to be identified as meeting this requirement. These courses will also appear on the list of one of the elements (above) or the list of elective only courses.

The ad hoc committee for General Education Core Review did not finalize classification of the following courses. Due to the recommend revisions in Historical Perspectives and Multicultural Literacy requirements, existing MC courses will need to be reclassified as Arts/Humanities, Social Science, Elective, or other element (if/as appropriate). Courses that require this consideration include: AFT 2000, ATH 2500, CS 1000, GEO 2210, ENG 2310, REL 2320, ATH 2150, MUS 2420, ART 2430, PLS 2510, EC 2100, EC 2500, EC 2900, ED 2100, FAS 1050, ML 2030, RST 2610, RST 2620, RST 2710, RST 2810, RST 2910, RST 2920, URS 2000, COM 1010.

5.6 Ohio Transfer Module [Draft]

The charge of the ad hoc committee for General Education Core Review does not allow time for a thorough and comprehensive classification of the current inventory of Wright State General Education courses into the Ohio Transfer Module. The existing course selection for the Ohio Transfer Module remains valid under the proposed general education core. Updates to the Ohio Transfer Module should be considered with care by the appropriate committees should the Faculty Senate choose to endorse this proposal.

6 State of Ohio Transfer Module Requirements [Reference]

Excerpts/Paraphrases From “The Ohio Articulation and Transfer Policy”, – Ohio Board of Regents, 2010

Most universities and community colleges offering A.A., A.S., and baccalaureate degrees have a set of liberal education courses which make up a general education requirement that all students must complete. There is, within this general education requirement of degree programs a common body of knowledge and academic skills which is required at most institutions which make up this appropriately diverse academy. The Transfer Module represents a subset of courses from among the general education requirements of degrees at many institutions. The Transfer Module may be a subset or the complete set of a college’s or university’s general education requirements.

The Ohio Transfer Module contains 36-40 semester hours of course credit in English composition (minimum 3 semester hours); mathematics, statistics and formal/symbolic logic (minimum 3 semester hours); arts/humanities (minimum 6 semester hours); social and behavioral sciences (6 semester hours), natural sciences (6 semester hours). Oral communication and interdisciplinary areas may be included as additional options. Additional elective hours from among these areas make up the total hours for a completed Transfer Module. Courses for the Transfer Module should be 100- and 200-level general education courses commonly completed in the first two years of a student’s residency.

Transfer students who have completed the Transfer Module as certified by the sending institution will be considered to have met the Transfer Module requirement of the receiving institution. The application of transfer work to general education requirements which go beyond those contained in the Transfer Module (or for students who have not completed the transfer module) will be done on a course-by-course basis.

Many institutions have GE requirements which go beyond the Transfer Module. Completion of the Transfer Module does not constitute completion of such specific requirements unless the specified requirements have been successfully completed as part of the Transfer Module or the broader institutional general education requirements.

Minimum GE Requirements Applied to Transfer Modules [24 Semester Hours]

- I. English/Oral Communication (Minimum 3 Semester Hours)
- II. Mathematics, Statistics, and Formal Logic (Minimum 3 Semester Hours)
- III. Arts/Humanities (Minimum 6 Semester Hours)
- IV. Social Sciences (Minimum 6 Semester Hours)
- V. Natural Sciences (Minimum 6 Semester Hours, One Lab course required)

12-16 additional Semester hours of additional GE requirements (beyond the minimum) are required to reach the required 36-40 Semester Hour Transfer Module.

ELEMENTS	REQUIRED DISTRIBUTIONS	HOURS
COMMUNICATION	One composition/writing course	3
MATHEMATICS	One course	3
ARTS/HUMANITIES	Two courses	6
SOCIAL SCIENCE	Two courses	6
NATURAL SCIENCE	Two lecture/lab science courses	6
ADDITIONAL GE COURSES	Additional hours from approved GE courses from any of the Elements OR Interdisciplinary	(12)
TOTAL	12 courses	36

State minimum GE Core distributions

Excerpts/Paraphrases From: <http://regents.ohio.gov/transfer/policy/appendixB.php#common>

Transfer Module elective courses serve as "pathway" courses directly connected to advanced study in a major. Combined, the required Transfer Module courses, the elective major pathway courses, and additional recommended courses constitute the Transfer Assurance Guide (TAG) for an academic major. A TAG serves as a major advising tool to assist Ohio college and university students to make course selections that will ensure comparable, compatible, and equivalent general education learning experiences across the state's higher-education system.

7 Instructional Quality [Proposed]

The critical role served by General Education courses in meeting University Learning Outcomes mandates significant faculty oversight of the instructional outcomes. Accordingly, all general education courses will (A) have a designated faculty coordinator to oversee satisfaction of element learning objectives, and (B) regularly maintain a student to faculty & staff ratio, appropriate to each topic, which allows students to receive substantial guidance towards meeting element learning objectives from content experts.

The designated course coordinator for each course shall be a full-time faculty member eligible for membership in the Faculty Senate and/or one of the faculty bargaining units. The course coordinator may be selected from either the non-tenure eligible faculty (rank of lecturer or higher) or the tenure/tenure-eligible faculty (rank of assistant professor or higher). Course coordinators are expected to be selected from among the faculty that will regularly teach the course. The University Curriculum Review Committee must be notified if a course coordinator does not teach a course at least once in a twelve month period. Visiting faculty, research faculty, and adjunct faculty are not eligible to serve as course coordinator for a general education course. At the request of a Department Chair, the University Curriculum Review Committee may authorize, in extremis, a temporary course coordinator who does not meet these conditions.

A general education course coordinator shall have responsibility for monitoring that all offerings of the course conduct learning activities that cover the course's stated element learning objectives. Furthermore, the coordinator shall be responsible for communicating with curricular bodies to collect and report assessment data, to update the course and the master syllabus of the course as needed, and to report to the University Curriculum Review Committee any circumstances which impede delivery of the element learning objectives in the designated course.

A point of distinction of Wright State University is the value that we place on providing pathways and access to higher education for a diverse range of students. Success in this mission requires maintaining student:faculty ratios, appropriate to each topic, that allow faculty and support staff to individually know, teach, and provide substantive feedback to student learners. Student:faculty ratio is particularly important in general education courses which instill the core learning objectives of the institution. The faculty affirm the importance of and a commitment to student:faculty ratios no larger than 45:1 for most general education courses. Large enrollment sections that exceed this limit must provide the necessary additional in-class and out-of-class support staff necessary to maintain a satisfactory level of student support and responsiveness. In courses that require substantive and regular written feedback from the instructor (such as typically performed in composition courses), small-course ratios not exceeding the 18-25:1 range remain a necessary and distinctive point of pride.

8 Instructional Access [Proposed]

A point of distinction of Wright State University is the value placed on providing pathways and access to higher education for a diverse range of students. Therefore, barring principled pedagogical contraindications, it should be a goal of the university to regularly offer a portion of the general education curriculum in a blended or distance-mode that accommodates student unable to physically attend main campus. Ideally, every term, each element area will have at least once course offered to satisfy that element taught in a blended or distance-mode.

9 Assessment and improvement [Draft]

The charge of the ad hoc committee for General Education Core Review does not allow time for a thorough and comprehensive set of recommendations for the assessment of the general education program. This report outlines a potential draft assessment process that aligns with the proposed core. The Faculty Senate, through the standing University Curriculum Committee (UCC) and University Curriculum Review Committee (UCRC) must claim ownership of collecting and reviewing the data needed to continually assess and improve the health of the Wright State general education core and the courses which engender the general education element learning objectives. As a well-considered assessment plan and process must be in place at the time the core is implemented, such a plan should be developed by December 2015, in order for the Core to be implemented in Fall 2016.

Under the proposed core, each general education course delivers a subset of Wright State University's Learning Objectives. The objectives must be stated clearly in each course syllabus and the oversight of all course offerings towards meeting those objectives is overseen through faculty coordinators and unit-level curriculum committees. Each year, the syllabus of every offering of every general education course should be collected by the University Assurance of Learning Committee (UALC) for review and archival.

9.1 Approval, assessment, and deactivation of general education courses [Draft]

The University Curriculum Committee owns responsibility for determining which Wright State University courses are suitable for general education status and which element or requirement is satisfied by successful course completion. It is expected that courses requesting status as general education courses explicitly include the general education learning objectives in the master syllabus. If approved, these objectives are expected to be present in the course syllabus for every offering of the general education course. Meeting the stated general education element electives is a principal goal of every general education course and thus passing the course should require demonstration of adequate mastery of a substantial portion of the element learning objectives of the course.

Every general education course must receive regular review for continued suitability as a general education course and assessment towards its effectiveness in meeting its stated general education learning objective goals. This draft proposes a renewal period of five academic

years. Each year, the University Assurance of Learning Committee (UACL), working in concert with the University Curriculum Review Committee (UCRC), shall distribute a list of all general education courses in the academic year before required renewal review. Identified general education courses will collect data as requested by the UCRC during this review year and submit such data as requested to the UCRC before the beginning of the next academic year. Each Fall, UCRC will review the assessment data for courses in the final academic year of the review process and will either recommend each course for renewal of general education status or raise concerns regarding the course's renewal. UCRC and UACL are expected to use this course-level data to continually assess the health of the overall General Education Core in meeting the University Learning Objectives.

Courses for which concerns are raised will be provided an opportunity to show that there is no cause for concern or to make plans to remedy such concerns. The UCRC may grant an additional probationary year to implement planned changes and further assess the course and any planned modifications. By the end of Fall term each year, UCRC will provide to UCC a list of courses in the final year of their renewal process and provide a recommendation for each: renewal, be deactivation, or probationary status in accordance with a plan to address concerns. UCC and the Faculty Senate hold final authority on the granting and deactivation of general education status for courses in the Wright State Curriculum.

Year 1-3	General offering: The general education course is taught. Syllabi are collected and archived by the Library for every offering of the course. Ongoing department-level collection and review of syllabi to guarantee the inclusion of element learning objectives and that course grading requirements in every course offering demonstrate that all students passing the course must have substantially met these objectives. Offerings are overseen by course coordinator. Coordinators may, but are not required to, collect assessment data every year. In the Spring of Year 3, the UALC and UCRC contact Department chairs and course coordinators to identify courses scheduled for data collection in the next academic year.
Year 4	Data collection: Course coordinators, acting with the aid of UALC support staff, create and deliver instruments to assess student success in meeting the element learning objectives of the course.
Year 5	Action/Reporting: By the start of Fall term in Year 5, the coordinator has delivered its assessment data to UALC and UCRC. UCRC reviews course-level data and recommends, by the end of Fall term, renewal of general education status, deactivation of general education status, or concerns with general education status. Spring, Year 5. Before the date for releasing the Fall schedule, the UCC acts on recommendations for course renewal/deactivation. UALC and UCRC compile course-level data for all general education courses in the current review cycle. This data is used to assess the health of the general education program at the university level and the health of the University Learning Objectives as supported by the General Education Core Learning Objectives. This report is provided to the Faculty Senate for dissemination no later than the start of each academic year.

Draft course level assessment schedule.

The draft assessment schedule above assumes a five-year course-level review process. Under this assumption, approximately twenty percent of the university's inventory of general education courses will undergo this assessment process each year. The assessment documentation should provide evidence that: (A) the element learning goals are clearly stated in the course syllabus over the past five year period, (B) the element learning goals are engendered through course activities in every course offering, and (C) measures the degree to which such element learning objectives have been met by students successfully completely the course over the one-year period (minimum) of data collection. UCRC holds the authority to work with departments, faculty, and course coordinators to build meaningful assessment tools which satisfy UCRC and University assessment goals. It is expected that the data UCRC and UALC reports to the Faculty Senate each year forms the basis for reporting required data to HLC, the Ohio Board of Regents, and other supervisory bodies.

10 Considerations for future general education core review

The issues of financial literacy and technological literacy and their place in the Wright State Core may have to be taken up by a future general education core review committee.