A proposal for a new

*University Core Curriculum*

For Wayne State University

Submitted by the *General Education Reform Committee*

May, 2017
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I. Approvals

The structure of the University Core Curriculum was approved by the General Education Oversight Committee (GEOC) by voice vote on May 1, 2017. 9 voted in favor, one opposed, 3 indications of support by email, and 3 members did not record a vote.

The structure of the University Core Curriculum was approved on May 12, 2017 by the General Education Reform Committee (GERC) through an anonymous on-line vote. 10 voted in favor, one opposed.

II. Overview of structure

General education programs serve multiple purposes: they are intended to help students gain the knowledge and skills for college success, as well as helping students to develop broader perspectives and proficiencies that will impact their work, life, and capacity for engaged citizenship. Since these programs represent the common curriculum of all university students, they need to reflect the goals and values espoused by the institution. To this end, the early phases of the development of the curriculum entailed a “Listen and Learn approach” which resulted in the development of the Guiding Principles for General Education Reform.1 As the preamble to the Principles, we developed the following statement which captures the broad goals of this program:

General Education provides a shared educational experience that imparts knowledge and expertise essential for all undergraduate students regardless of their major or interests. Moreover, as part of a liberal education, General Education “helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills ... and a demonstrated ability to apply knowledge and skills in real-world settings.”2 It prepares students to engage complexity, diversity and change and empowers them to be active and responsible citizens of their local communities and of the world.

In addition to this broad vision for the program, the following objectives were considered when designing the curriculum:

1. The goals for the program need to be clearly stated. This is accomplished through designing the structure around prescribed learning outcomes. A set of program-wide learning outcomes is described below. There are also requirement-specific outcomes that are described within the narrative for each requirement.

2. The Curriculum needs to reflect best practices. This proposal implements high impact practices that have been empirically-demonstrated to enhance student success. This includes the Wayne Experience, the First Year Inquiry courses, and the Engagement courses. Best practices also include providing a structure for formal assessment based on learning outcomes to ensure course and program goals are being met.

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1 https://wayne.edu/engaging-gened/documents/principles.pdf
2 Association of American Colleges & Universities https://www.aacu.org/leap/what-is-a-liberal-education
3. *The curriculum needs to promote and enhance student success.* This proposal places a particular emphasis on the critical first year of college with the inclusion of the *Wayne Experience* and *First Year Inquiry* courses.

4. *The curriculum needs to lead to the advancement of informed citizenship.* Knowledge and skills that promote engaged citizenship are distributed throughout the curriculum, and are particularly emphasized by the inclusion of *Global Learning*, *Diversity, Equity and Inclusion*, and *Engagement* courses.

A. **Basic structure of curriculum**

The *University Core Curriculum* we are proposing is comprised of three major elements:

- **Foundation courses** provide students with the fundamental skills that are the basis for success both in college and in their future careers.
- **Wayne Experience** is a one credit class specifically designed for first-year students to help acculturate them to university life and to help develop key academic skills.
- **Inquiries** represent the broader exploration and the seeking of knowledge typically referred to as “breadth” in many programs (and as “Group requirements” in the current program).

The structure of the program is diagrammed below:

<table>
<thead>
<tr>
<th>I. <em><em>Foundational competencies (12 credits</em>)</em>*</th>
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<tbody>
<tr>
<td><em>Note: Total credits depend on whether students place-out by demonstrating competency, and math course selected.</em></td>
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**Communication**
- Basic Composition; Intermediate Composition; Oral Communication

**Quantitative**
- Mathematics or QE course

<table>
<thead>
<tr>
<th>II. <strong>Wayne Experience/Wayne Focus (1 credit)</strong></th>
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<tbody>
<tr>
<td>Wayne Experience (Wayne Focus optional)</td>
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<tr>
<th>III. <strong>Inquiries (19 credits)</strong></th>
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<tr>
<td>Students select six courses total, one from each category.</td>
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**Cultural Inquiry (CI)**
- Natural Scientific Inquiry (NSI) with lab
- Social Inquiry (SI)

**Cross-Inquiry**
- First Year Inquiry (FYI)
- Global Learning (GL)
- Diversity, Equity, Inclusion (DEI)
B. Program learning outcomes

Learning outcomes are clear, objective statements of student achievement goals. They provide the operational definitions for student learning that make curriculum goals clear to all. They allow programs to state in assessable terms “What we want our graduates to know”, “What we want our graduates to be able to do”, and “What we want our graduates to think or care about”.

These learning outcomes serve multiple purposes:

- They provide a clear vision of common expectations, values, and goals.
- They facilitate assessment by stating the criteria by which one can objectively measure achievement to determine whether program goals are accomplished.
- They make clear to students “what they should know”, communicating the purpose of the curriculum.
- They provide empirical frameworks for curriculum design, which can proceed in a more systematic fashion when it begins with clear statements of goals for student learning.
- They help to identify pedagogical strategies and other elements that will help students meet these goals.

These outcomes were informed by the LEAP Essential Learning Outcomes which were developed by the Association of American Colleges and Universities (AAC&U). These outcomes have been used by many institutions to guide the design and assessment of their general education programs (the state of Michigan recently became an official “LEAP State”, a designation that reflects shared educational values across institutions, and has led to the formation of a statewide collaborative initiative for program assessment and reform). During our development process, we reworked each LEAP outcome to better fit the goals of our program and to align them with our Guiding Principles for reform.

Outcomes are organized within categories corresponding to Knowledge, Skills, and Citizenship.

1. Knowledge of arts, cultures, history, science, and society

Students will comprehend the history and diversity of human knowledge through studies of multiple disciplines. Students may demonstrate knowledge of arts, cultures, history, science, and society by their ability to:

- Understand key concepts, issues, and milestones across a variety of disciplines.
- Understand the means of inquiry applied by different disciplines.
- Produce work that integrates concepts and methods from multiple disciplines.
- Evaluate commonalities and differences among disciplines.

1 https://aacu.org/leap/essential-learning-outcomes

2 https://aacu.org/leap/states
2. Intellectual and practical skills

Written communication
Students will compose effectively within multiple genres, styles, and media.

*Students may demonstrate writing skills by their ability to:*

- Write appropriately for audiences inside and outside of their disciplines.
- Demonstrate mastery of a wide range of disciplinary genres and conventions.
- Appropriately incorporate existing literature into their own writing.
- Use language that communicates meaning to readers effectively and follows grammar and syntax conventions appropriate to target audiences.
- Make effective use of visual material and a variety of composing media.

Reading
Students will effectively analyze, evaluate and interpret meaning from a wide range of written sources.

*Students may demonstrate reading proficiency by their ability to:*

- Identify and summarize a text’s main ideas, relevant details, and larger implications.
- Adjust reading strategies for various genres inside and outside of their discipline.
- Assess the credibility and usefulness of textual sources.
- Analyze the intended purpose and audience of a text.
- Interpret written ideas to create meaning and engage in broader conversations inside and outside of their discipline.
- Evaluate and compare the points of view and ethical perspectives represented by diverse texts and authors.

Oral Communication
Students will express spoken ideas and arguments clearly and effectively.

*Students may demonstrate oral communication skills by their ability to:*

- Speak fluently and in a manner that is compelling and engaging for the audience.
- Demonstrate an understanding of the context, audience and purpose of a speech.
- Articulate different points of view regarding a topic.
- Present an oral argument grounded in relevant and credible sources.
- Organize presentation of a topic in a clear and coherent manner.
- Choose appropriate communication media and technologies.

Quantitative Literacy
Students will solve quantitative problems for a wide variety of applications.

*Students may demonstrate quantitative literacy by their ability to:*

- Apply mathematical models to real-world problems.
• Carry out and justify calculations.
• Draw conclusions based on quantitative evidence.
• Communicate arguments supported by quantitative evidence.

Inquiry and Analysis
Students will collect and analyze evidence to gain a better understanding of complex topics and reach informed judgments and conclusions.

*Students may demonstrate inquiry and analysis skills by their ability to:*

• Formulate clear and relevant questions.
• Organize evidence to reveal important patterns, similarities and/or differences.
• Communicate in-depth information from relevant sources representing diverse points of view and approaches.
• Discuss relevant implications and limitations of a source, topic, or argument.

Integrative Thinking.
Students will make connections between different areas of learning, academic knowledge, and personal experience.

*Students may demonstrate integrative thinking by their ability to:*

• Create new ideas by connecting knowledge and facts from multiple disciplines.
• Make meaningful connections between experiences inside and outside the classroom.
• Adapt and apply knowledge and skills gained in one situation to new situations.
• Communicate knowledge in a way that connects content and form.

Critical Thinking
Students will employ reasoning and evaluate evidence before accepting or formulating an opinion or conclusion.

*Students may demonstrate critical thinking skills by their ability to:*

• Identify their own and others’ assumptions and relevant contexts when presenting a position.
• Take into account the complexity of an issue.
• Interpret and evaluate sources.
• Develop a coherent analysis.
• Articulate logical conclusions.
• Identify the consequences and implications of conclusions.

Creative Thinking
Students will use intentional processes to inspire their own ideas and enhance their abilities to create and innovate.

*Students may demonstrate creative thinking by their ability to:*
• Define and evaluate creative processes.
• Identify, investigate, and execute innovative approaches to tasks.
• Understand and integrate alternate perspectives from diverse philosophical and cultural contexts.
• Combine and integrate creativity into existing knowledge to generate original thought.
• Apply imagination throughout the process of transforming an untested idea into an innovative solution.

Information Literacy
Students will identify, locate, evaluate, and effectively and responsibly use and share information.

Students may demonstrate information literacy by their ability to:
• Identify a need for information.
• Access needed information legally and ethically.
• Critically evaluate accessed information.
• Apply information appropriately to accomplish a specific purpose.

Teamwork
Students will respectfully and constructively engage with team members, and motivate and assist each other to successfully complete tasks in a collaborative process.

Students may demonstrate their teamwork skills by their ability to:
• Contribute ideas, knowledge and expertise to the group.
• Collaborate with and encourage team members to achieve a common objective.
• Complete group tasks in a timely manner.
• Support and provide constructive feedback to team members.
• Reflect on the collaborative process and professionally respond to team challenges.

Problem Solving
Students will formulate, evaluate, and implement strategies to answer open-ended questions or achieve desired objectives.

Students may demonstrate problem solving skills by their ability to:
• Define clear problem statements within a relevant context.
• Identify multiple relevant solutions or strategies.
• Evaluate the feasibility and impact of potential solutions.
• Design and implement proposed solutions within appropriate constraints.
• Evaluate outcomes and the need for future work or modifications.
3. Personal and Civic responsibility

Civic Engagement

Students will integrate the knowledge, values, and skills to analyze and address significant public issues.

*Students may demonstrate civic engagement by their ability to:*

- Connect and extend knowledge gained from their academic experience to their own participation in civic life, politics, and government.
- Understand how their own beliefs compare to those from other cultures or communities.
- Listen and communicate to others to establish relationships that further civic action.
- Work within community contexts and structures to achieve a civic aim.
- Evaluate how their civic engagement activities impact communities and their own understanding of civic duty.

Intercultural Knowledge and Competence

Students will develop cultural self-awareness and the skills, knowledge and characteristics necessary to engage in diverse settings and frameworks.

*Students may demonstrate intercultural knowledge and competence by their ability to:*

- Recognize issues of culture, religion, race and ethnicity, power and privilege, immigration and nation, gender and sexuality, ability and disability.
- Discuss and compare these complex factors as they pertain to local, national and international communities.
- Practice personal and professional communication, collaboration, and diplomacy skills needed to succeed in a diverse society and workplace.
- Identify their own cultural norms and biases.
- Ask complex questions about other cultures.

Global Learning

Students will understand the consequences of local and national decisions on global social, ethical and environmental systems.

*Students may demonstrate their proficiency in global learning by their ability to:*

- Formulate practical solutions to global challenges.
- Understand knowledge in the context of differing historical, scientific and cultural traditions.
- Recognize their own social, political and economic position relative to others within regional, national, and global communities.
- Assess their own core values and cultural assumptions relative to those of other individuals, cultures, and societies.
**Ethical Reasoning**

Students will assess their own values and recognize ethical issues in a variety of settings.

*Students will demonstrate ethical reasoning by their ability to:*

- Articulate their core beliefs and the origins of these beliefs.
- Identify the ethical or moral issues present in complex situations.
- Evaluate the concepts and principles that underlie various systems of ethical reasoning.
- Consider how different perspectives can be applied to ethical dilemmas.
- Identify the ethical ramifications of proposed actions.
- Respond appropriately to ambiguity and disagreement.

**Foundations for Lifelong Learning**

Students will pursue knowledge in an ongoing and self-motivated way.

*Students may demonstrate the foundations for lifelong learning by their ability to:*

- Explore topics relevant to their personal, professional, and academic interests.
- Show initiative in pursuing opportunities to expand knowledge, skills, and abilities.
- Reference previous learning and apply it to new situations.
- Reflect on prior learning and the conditions that promote learning.

**III. Foundation courses**

As suggested by the title, Foundation courses are designed to provide students with the fundamental skills that are the basis for success both in college and in their future careers.

The Foundation Courses have the following goals:

1. Foster the essential communication, composition, and quantitative literacy skills necessary for student success in higher education and their current and future careers.

2. Cultivate students' development of skills for lifelong learning, including an awareness and appreciation of one's own learning process and the ability to tailor research and communication to specific tasks and communities.

3. Develop students' abilities to read, understand, and evaluate discourse in academic, professional, and public environments.

4. Prepare students to be engaged and informed participants in civic life.

The guidelines in the existing program governing Competency courses are assumed to still apply:

- These requirements should be satisfied early in a baccalaureate degree program.
• Multiple methods of demonstrating competency should be available, including satisfactory completion of designated courses or earning appropriate scores on designated examinations.

• Course credit granted for satisfactory completion of an Advanced Placement, CLEP, International Baccalaureate, or Departmental Examination will satisfy the appropriate requirement.

Students who satisfy these requirements by passing a prescribed Wayne State University examination are excused from equivalent course work but shall receive no course credit or credit hours toward graduation

A. Quantitative Literacy

Quantitative literacy is about competency and comfort in working with numerical data. Individuals with strong quantitative skills possess the ability to reason and solve problems from a wide range of authentic contexts and everyday life situations. They can interpret quantitative data and use that analysis to provide support for sophisticated arguments. They can clearly communicate those arguments in a variety of formats as appropriate.

Discussions surrounding a quantitative literacy requirement occurred in parallel between the General Education Oversight Committee (GEOC) and the General Education Reform Committee (GERC). The GERC focused on the development of learning outcomes for Quantitative Experience courses, which were modified from the LEAP VALUE rubrics developed by the American Association of Colleges and Universities (AAC&U). The GEOC focused on the overall requirement as well as potential models for remediation. The GEOC further approved a specific recommendation (below) presented to the Provost for a new University Core quantitative requirement. In general, this recommendation outlines three ways to satisfy the requirement:

1. Passing a mathematics class at the level of MAT 1050 or above

2. Passing STA 1020 (statistics)

3. Passing an approved Quantitative Experience (QE) course

Students who can demonstrate math competency by the current guidelines will also have satisfied the requirement.

1. GEOC recommendation (2/20/17)

Throughout fall 2016 and early winter 2017, GEOC has considered and discussed the role of mathematics and quantitative skills and abilities in the context of a modern liberal arts education. GEOC reviewed historical data on WSU student success in developmental courses and 1000-level math courses, focusing on the pathway for non-STEM students in the arts and humanities. We also considered recent changes to the Math Competency (MC), which opened up a statistics alternative (STA 1020) to everyday math (MAT 1000). Finally, the Quantitative Experience sub-committee of the General Education Reform Committee (GERC) met with us, providing us with information and motivation for the following proposal:

https://www.aacu.org/value-rubrics
By majority vote, the GEOC proposed and recommended to Provost Whitfield the following:

- Effective fall 2018, permanently replace the general education MC requirement with a one-class, three-credit *Quantitative Literacy* (QL) requirement.
- Designate all math classes at the level of MAT 1050 or higher as meeting QL.
- Adopt learning outcomes and a corresponding assessment rubric, based on AAC&U LEAP VALUE quantitative literacy outcomes, whereby:
  - Students shall demonstrate quantitative skills by their ability to:
    - Apply mathematical models to real-world problems.
    - Carry out and justify calculations.
    - Draw conclusions based on quantitative evidence.
    - Communicate arguments supported by quantitative evidence.
- Faculty across the university may develop new courses in a broad range of disciplinary contexts that offer various paths to meeting the QL requirement, including but not limited to:
  - Social statistics
  - Personal finance
  - Conceptual physics
  - Quantitative decision making
  - Design
- GEOC may engage in principled review and approval/denial of new QE courses and assess learning outcomes in a common framework across all QE courses.
- Empower GEOC to review and modify the QE learning outcomes in an ongoing cycle of assessment, evaluation and curriculum renewal.
- Require students who do not demonstrate readiness for QE (i.e. ACT math sub-score less than 18 or equivalent SAT math sub-score) to do so by one of the following means:
  - Passing a placement exam suited to the non-STEM QE pathway, e.g. Accuplacer
  - Passing MAT 0900, 0993 or equivalent (TBD)
- Order a review and redesign of MAT 0900 to improve outcomes and simultaneously reduce credit hour requirements to three credits or less.

**B. Written and Oral Communication**

These courses foster the essential communication, composition, and information literacy skills necessary for student success in both higher education and their current and future careers. They serve as the foundation for developing students' abilities to read, understand, and evaluate discourse in a wide range of academic, professional, and public environments. In doing so, they cultivate the ability to tailor research and communication to specific tasks and communities, preparing students to be engaged and informed participants in their professional and civic lives.
Surveys of faculty, staff, and students showed clear consensus across the WSU community that the skills of written and oral communication are essential for student success and should be included as key components in a general education curriculum. In surveys administered at the beginning of the Gen Ed revision process, written and oral communication stood out as skills and courses that respondents strongly wanted to see taught. This included our student focus groups and surveys, demonstrating that students understand the fundamental value of these skills. This is consistent with data obtained in surveys of executives at private sector and non-profit organizations, where written and oral communication skills were cited as a high priority in hiring decisions\(^8\), and in which the development of written and oral communication skills was rated highest as an area in which higher education institutions most needed to increase their focus\(^9\).

This requirement contains the following three components:

1. A course in Basic Composition (BC)
2. A course in Intermediate Composition (IC)
3. A course in Oral Communication (OC)

1. **Basic Composition**

Students will complete the BC requirement by:

1. Taking an approved course in basic composition with a ‘C’ or better.
2. Earning credit for basic composition through Advanced Placement or CLEP.
3. Transferring credit received for successful completion of a comparable course taken at another college or university with a ‘C’ or better.

We recommend that courses currently approved for basic composition receive provisional approval, and that they be reevaluated for final approval within a 2 - 3 year window by the GEOC to ensure that these courses meet the required learning outcomes as part of their course design.

**Required course outcomes:**

- Use reading strategies to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.
  - Program Outcomes: Inquiry & Analysis, Reading
- Learn flexible research methods to effectively identify, select, evaluate, and apply secondary research that is appropriate to the scope and topic of a persuasive argument.
  - Program Outcomes: Information Literacy, Inquiry & Analysis, Written Communication

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\(^8\) https://wayne.edu/engaging-gened/documents/shared_values.pdf
\(^9\) https://wayne.edu/engaging-gened/documents/goals_for_future_program.pdf
\(^10\) https://www.aacu.org/leap/public-opinion-research/2015-survey-results
• Develop critical literacy strategies to effectively and responsibly quote, paraphrase, summarize, and synthesize secondary research sources in order to compose persuasive arguments.
  o Program Outcomes: Information Literacy, Inquiry & Analysis, Written Communication

• Learn theories and practices of written composition and rhetoric related to the writing process, including genre conventions of public and/or academic discourse communities and strategies for reading, drafting, writing, rewriting, and editing
  o Program Outcomes: Written Communication

• Apply rhetorical knowledge to develop persuasive research-based written arguments intended for public and/or academic audiences, including techniques of rhetorical analysis of written texts and rhetorical strategies for composing arguments.
  o Program Outcomes: Written Communication

• Compose persuasive arguments using a flexible writing process that includes instructor and peer feedback through multiple drafts of writing projects that incorporate varied writing media.
  o Program Outcomes: Written Communication

• Use reflection and reflective writing to develop metacognition of the writing and research processes to plan, monitor, and evaluate one’s own learning and writing.
  o Program Outcomes: Foundations for Lifelong Learning, Written Communication

2. Intermediate Composition

All students must complete satisfactorily a designated intermediate composition course in which the teaching of English composition and rhetoric is a major component. Satisfactory completion requires a grade of ‘C’ or better. We recommend that courses currently approved for intermediate composition receive provisional approval, and that they be reevaluated for final approval within a 2-3 year window by the GEOC to ensure that these courses meet the required learning outcomes as part of their course design.

Required course outcomes:

• Learn how to develop appropriate, relevant, and compelling primary research that responds to a text’s audience, context, and purpose within a professional discourse community.
  o Program Outcomes: Foundations for Lifelong Learning, Inquiry & Analysis, Written Communication

• Synthesize primary and secondary research to develop ideas and compose written arguments and/or analyses that respond to issues in a professional discourse community.
  o Program Outcomes: Information Literacy, Integrative Thinking, Reading, Written Communication
• Investigate, analyze, and compose texts for professional discourse communities as related to a concentration of study (i.e., a student’s major).
  o Program Outcomes: Information Literacy, Reading, Written Communication
• Develop and adjust reading strategies to analyze and evaluate genres within and beyond the student’s discipline and profession, including their associated professional discourse community, audience(s), rhetorical situations, purposes, and strategies.
  o Program Outcomes: Integrative Thinking, Reading
• Compose written texts that respond to the expectations of audiences inside and outside of students’ professional discourse community in terms of content, claims, evidence, organization, format, style, rhetorical situation, persuasive strategies, and language effects.
  o Program Outcomes: Foundations for Lifelong Learning, Reading, Written Communication
• Develop an awareness of how written genre conventions are social, and how genre and professional discourse communities change and shape each other over time.
  o Program Outcomes: Inquiry & Analysis, Integrative Thinking, Written Communication
• Use reflective writing and metacognition as part of the planning, monitoring, and evaluation of one’s research and writing processes.
  o Program Outcomes: Foundations for Lifelong Learning, Integrative Thinking, Written Communication

3. Oral communication

Oral Communication courses focus on the development of formal public speaking skills to enable individuals to coherently discuss a point of view. All students must complete satisfactorily a designated oral communication course in which the primary focus of the course must be on public speaking. We recommend that courses currently approved for oral communication receive provisional approval, and that they be reevaluated for final approval within a 2 - 3 year window by the GEOC to ensure that these courses meet the required learning outcomes as part of their course design.

Required course outcomes:

• Apply public speaking skills and concepts to speech presentations.
  o Program Outcomes: Oral Communication
• Prepare and deliver four different types of well-organized, context-specific speeches.
  o Program Outcomes: Oral Communication
• Create and present a well-designed presentational aid complementing a message in an informative speech.
  o Program Outcomes: Integrative Thinking
• Employ persuasive strategies in a persuasive speech.
- Program Outcomes: Inquiry & Analysis, Oral Communication
  - Collaborate in a group in order to complete tasks for a group presentation.
- Program Outcomes: Oral Communication, Teamwork
  - Incorporate credible research into an informative and persuasive speech.
- Program Outcomes: Information Literacy
  - Critically reflect on the organization, content, and delivery of public speaking performances.
- Program Outcomes: Foundations for Lifelong Learning
  - Perform an audience analysis to create a speech that is appropriate for and respectful of a diverse audience.

4. Course Structure and Requirements

The necessary capacity for meeting current student demand for these courses is already met by existing course offerings, so there would be no need for development of new courses or expansion of available sections of these courses prior to the activation of the new General Education requirements.

The committee recommends continuing current practices for these courses:

Class Sizes
Classes satisfying the Basic Composition and Intermediation Composition requirements are currently capped at 24 students. Enrollment maximums for courses satisfying the Oral Communication requirements are 32 (COM 1010) and 24 (ENG 3060). We would recommend keeping these enrollment caps low to allow for the extensive feedback and revision processes that are currently embedded in these courses.

Delivery Types
Classes that currently satisfy the Basic Composition, Intermediate Composition, and Oral Communication requirements are taught in both traditional, online, and hybrid formats and we would suggest that this diversity of delivery options remain in order to accommodate multiple student pathways and different learning styles.

Curricular Consistency and Instructor Support
Current courses in the Foundational Courses categories contain several required elements designed to maintain course integrity:

1. The use of a common syllabus covering all sections of a course.
2. A common project sequence for all sections of a course.
4. Formal instructor training and ongoing professional development activities
5. Monitoring of student achievement.

In the case of the Basic Composition and Intermediate Composition courses, these requirements were put in place by the Academic Senate and the General Education Oversight Committee after the discontinuance of the English Proficiency Exam in 2007. There is also an extant integration of information literacy instruction into the Oral Communication and the Basic and Intermediate Composition courses delivered via
collaboration with the Library System. We would recommend that all of these requirements and practices remain in place.

5. Oversight, Administration, and Assessment

Currently, courses that fulfill Composition and Oral Communication requirements are administered by a Director of Composition (within the Department of English) and a Basic Course Director (within the Department of Communication). The committee recommends that these administrators continue to collaborate with the General Education Oversight Committee in administering and assessing these requirements.

The Composition Program within the English Department has a standing Composition Assessment Committee that has regularly assessed courses meeting the Basic and Intermediate Composition requirements. This committee includes representatives from part-time faculty and graduate student instructors as well as the full-time faculty and reports its findings to the English Department, the College of Liberal Arts and Sciences, and the university’s Director of Assessment. The Department of Communication is currently (AY 16/17) piloting formal assessment of COM 1010. Moving forward, we would recommend that these groups should continue direct assessment of these courses and report to the General Education Oversight Committee and the university’s Director of Assessment in addition to their relevant departments and colleges. This committee also recommends, whenever possible, including representatives from the Library System on the committee or committees charged with assessing the Foundational Courses to ensure adequate and proper assessment of the information literacy outcomes of these courses.

IV. Wayne Experience

The Wayne Experience, a one credit course required of all first year students, will play an instrumental role in socializing students into the university community by providing activities that will increase their connections between fellow students, academic advising staff, and their instructors. The essential goals for this requirement are to enhance student engagement, success, and retention by implementing high-impact practices (HIPS) within a student’s first year in college. Wayne Experience will also help students build key skills and habits that will allow them to successively navigate the university and manage their busy lives. These would range from time management, study and test taking skills to engaging in community activities both on and off campus. Student motivation, engagement, learning, achievement, persistence and degree attainment all can be fostered by these transformative educational experiences.

This course implements HIPS shown to be effective in the first year of college. HIPs share common features such as they facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, and provide frequent and substantive feedback. Examples include first year seminars and experiences, learning communities, service and community-based learning, and directed research.

Integrating these practices as a set as opposed to discrete experiences increases their collective impact on measures of student learning and achievement, including grade

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George D. Kuh (Washington, DC: Association of American Colleges and Universities, 2008)
point averages and retention rates. These gains have been shown to be more pronounced for students in higher-risk groups, including African American, Latino/a, and students with low ACT scores. Effects of implementing HIPS are cumulative, in that more HIPS equated to higher levels of achievement across all groups.

This course also helps to develop a critical psychological factor for success that is known as academic tenacity. This is characterized by a mindset that allows students to move beyond short-term concerns towards longer-term goals, and to withstand challenges and setbacks to persevere toward these goals. Students with academic tenacity experience a greater sense of belonging in school academically and socially, they are more engaged with their learning and they are not derailed by setbacks. Numerous studies have shown that targeting students’ beliefs of belongingness can lead to significant gains in achievement. This is especially true for high-need students, including low-income students, students of color, and first-generation students.

The Wayne Experience has both experiential goals and more conventional learning outcome goals. Both are important, and combine to create a transformative learning experience:

**Characteristics of transformative learning experiences:**

- Performance expectations are set at appropriately high levels
- Significant investment of time and effort by students over an extended time period
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and engage with people and circumstances that differ from those with which students are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning
- Public demonstration of competence

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A. Wayne Experience goals

1. **Belonging**: will foster a sense of belonging and connection; cultivate the development and expanding of relationships; meet students where they are; and promote their sense of personal purpose at Wayne State University.

2. **Acculturation to academic community**: will promote an understanding of what it means to be a Wayne State Student, including grasping the value of a liberal education and general education along with linking theory to practice by participating as a member of a diverse and inclusive academic community.

3. **WSU in Detroit**: will cultivate an understanding of WSU’s role in local cultures and history as well as develop an appreciation of how public service can transform individuals and diverse communities.

4. **Academic Support and Study Skills**: will promote the understanding of and use of the full spectrum of academic support services to collectively empower students to transform themselves into self-directed learners and powerful problem-solving.

B. Wayne Experience course description

In this course, students will discover a new world at Wayne State University by participating as a member of a diverse and inclusive academic community. WSU students gain an understanding of what it means to be a Wayne State student, including grasping the value of a university education and the role of general education. During the semester, students will experience a full spectrum of activities that promote belonging, understanding WSU and Detroit, and learn how to navigate our vast academic support systems. Students will reflect on these experiences with a peer mentor, create a plan for their college success and fully develop their sense of personal purpose at Wayne State.

The Wayne Experience course combines participation in a student-selected portfolio of workshops, events and activities which support the communities’ student learning outcomes with periodic, structured, individual and group reflection.

**Rationale:**

- The student selected portfolio addresses the needs of a heterogeneous student population and enhances motivation by supporting student choice.
- The activities are (as much as possible) provided by existing programs within academic units, student services units, outreach programs, centers, and community organizations, reducing cost and providing existing programs to connect with students that they are currently having trouble reaching.
- Periodic reflection sessions increase the impact of the workshops and other activities, enable the students to meet other students, interact with a mentor, and receive feedback and support.

C. Program learning outcomes

- Knowledge of arts, cultures, history, science, and society
- Civic Engagement
- Intercultural Knowledge and Competence
- Teamwork
• Information Literacy
• Problem Solving
• Foundations for Lifelong Learning

D. Additional learning outcomes
• Student can identify and connect with appropriate campus personnel and resources.
• Student understands structure of degree requirements and university structure and difference from high school.
• Student can identify resources on and off campus for further information regarding developing their own financial literacy
• Student is developing study skills, time management strategies, how to approach faculty, take notes, prep for exams, and other basic study skills.
• Student is connecting with resources to develop critical thinking, reading, writing, quantitative, technical, analytic, and other core learning outcomes.
• Student understands the role and purpose of the General Education Program.
• Student understands the concepts and standards of academic integrity (cheating, plagiarism, honor codes, etc.)
• Student has a general understanding of the services and resources of the University Libraries.
• Student understands the relationship between health and academic performance.
• Student is building a sense of institutional belonging, responsibility, and commitment.

E. Implementation Planning

1. Implementation Goals/Constraints
• The communities should leverage existing WSU resources and expertise.
• The communities should be delivered in a cost-effective manner.
• The communities should reflect best-practice nationally.

2. Existing WSU resources considered
• Learning Communities
• FYS
• Academic Advisors
• Existing workshops and programs
• Graduate students
• Blackboard
• EAB AdvisingWorks and GUIDE communication tool
• Review questions used in Public Relations Learning Community
• Honors 1000 passport
3. External Resources considered as examples

- University of Louisville CARDS success Series (https://louisville.edu/firstyear/cards)
- The Ohio State University First Year Experience Success Series (http://fye.osu.edu/successseries.html)
- St. Louis University (University 101) (http://www.slu.edu/retention-and-academic-success/university-101)

4. Implementation recommendations

The committee recommends these practices in these courses:

**Class Sizes**

The committee recommends that WE courses be capped at 24 students and be staffed by one instructor and three undergraduate peer mentors.

**Delivery Types**

The committee recommends that only face-to-face delivery of the Wayne Experience course be offered.

**Course equivalencies**

The General Education Reform Committee recommends that the GEOC identify a list of equivalent courses (for example, FYS 1010, APX 1010) and permit students to make a substitution.

**Transfer students**

We recommended that all new WSU students take WE with special sections for new transfer students, and that transfer students who enter WSU with more than 24 credits be exempt from the WE requirement.

**Number of sections needed**

Based on an assumption of 2650 entering FTIAC students of whom 2100 need WE (because they are not taking an equivalent class) and 1300 entering transfer students, of whom 650 need WE (because they have 24 or fewer credits and are not taking an equivalent class), 86 sections will be needed for FTIAC students and 27 will be needed for transfer students. A much smaller number of WE sections will be needed in each Winter semester.

**Grading**

The committee recommends that the course be graded on a regular A, B, C, etc. basis to maintain academic rigor, to incentivize full student participation and to communicate the importance of the WE course.

**Curricular Consistency and Instructor Support**

The committee recommends close coordination in order to ensure quality and consistency across the sections. We recommend that the GEOC have the capacity to charge a sub-committee of faculty to oversee these courses. This sub-committee would report directly to the GEOC, and would include one or more GEOC members as
committee chairs. This sub-committee would be charged with oversight of course approval and development, as well as course assessment.

The WE course contains several elements that support course integrity: 1) the use of a common syllabus covering all sections of a course, 2) a common project sequence for all sections of a course, 3) shared grading standards, 4) formal instructor training and ongoing professional development activities, and 5) monitoring of student achievement.

A promising model for coordination of the WE class can be found in the management of the FYS 1010 course, which is managed out of the Academic Success Center. The ASC oversees the curriculum; recruits, screens and develops the instructors; and assists in mid-course corrections when needed.

5. Proposed Course Schedule

1 credit, 14 week semester

The *Wayne Experience* course is organized around a repeating sequence of Explorations and Reflections. Explorations entail participating in a workshop, campus activity, community activity or other learning activity in support of one of the four course goals. Reflections entail a written piece of work in which student reflect on was learned in the Exploration and how that learning might support their college success. Reflections are also shared in a class discussion, usually in the week following the Exploration. Additional course activities, including a self-assessment, preparation for meeting with an academic advisor, attending office hours, and planning for the subsequent semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Before start</td>
<td>Orientation Intro</td>
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<tr>
<td>1</td>
<td>Overview &amp; meet each other&lt;br&gt;Self-Assessment (College Student Inventory)</td>
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<tr>
<td>2</td>
<td>plan building; portfolio intro</td>
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<td>3</td>
<td>Self and others / community</td>
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<td>4</td>
<td>Exploration 1</td>
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<td>5</td>
<td>Reflection / Feedback</td>
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<td>6</td>
<td>Meet with a professor</td>
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<td>7</td>
<td>Reflection / Feedback</td>
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<td>8</td>
<td>Detroit Excursion</td>
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<td>9</td>
<td>Exploration 2</td>
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<td>10</td>
<td>Reflection / Feedback</td>
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<td>11</td>
<td>Exploration 3</td>
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<tr>
<td>12</td>
<td>Reflection / Feedback (Midyear Student Assessment)</td>
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V. Inquiry Courses

Inquiry courses are designed to help introduce students to the different perspectives, methodologies, and questions that shape the production of knowledge. As suggested by the title, in these courses students will learn how scholars think in different disciplines, and they will also begin to engage in inquiry themselves, using diverse disciplinary methodologies to ask questions, analyze data, and make their own evidence-based arguments.

Through courses that fulfill the Inquiry requirements of the University Core Curriculum, students will:

1. Gain exposure to different disciplinary ways of understanding the world.
2. Develop basic competencies in these disciplinary methodologies.
3. Apply disciplinary methodologies to analyze relevant data or examples.

A. Inquiry categories

There are three categories of Inquiry. These categories represent a consolidation of current Group (breadth) categories, and align with the current Michigan Transfer Agreement (MTA). 20

1. Social Inquiry

Through these courses, students should:

- Describe the behaviors, practices, institutions, and/or systems that define a society or social group.
- Identify and define basic concepts in social analysis.
- Analyze social institutions and social interactions.

2. Cultural Inquiry

Through these courses, students should:

- Describe artistic or cultural form(s) or philosophical ideas.
- Identify and define basic concepts in artistic or humanistic analysis.
- Analyze artistic practices, cultural forms, artifacts, or philosophical ideas.

3. Natural Scientific Inquiry

Through these courses, students should:

- Describe the natural world using physical laws

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20 https://www.macrao.org/Publications/MTA.asp
• Identify and define the basic concepts and methods of scientific inquiry.
• Analyze data based on mathematical and/or scientific methods.
• Apply the scientific method through experiments in a lab.

B. Satisfying the Inquiry requirement
In total, students will take 6 Inquiry courses, which encompass 19 credits:
1. Cultural Inquiry (CI)
2. Natural Scientific Inquiry (NSI) with lab
3. Social Inquiry (SI)
   Cross-Inquiry courses*
4. First Year Inquiry (FYI)
5. Global Learning (GL)
6. Diversity, Equity, Inclusion (DEI)

*Cross-Inquiry courses are specially-designated courses that serve a specific purpose. There will be Cross-Inquiry courses embedded within each of the Inquiry categories. These courses are described in detail below.

1. General guidelines
   • Courses which satisfy the Inquiry requirement must be selected from lists of approved courses.
   • Students will select a minimum of one course from each Inquiry category.
   • One Natural Scientific Inquiry course must contain a laboratory section.
   • Students will select one course from each Cross-Inquiry category.
   • First Year Inquiry courses are restricted to incoming freshmen. Transfer students with 30 credits or more can substitute a general Inquiry course for a First Year Inquiry course.

C. Cross-Inquiry courses
There are three kinds of Cross-Inquiry courses:
1. First-Year Inquiry (FYI). These are intended to facilitate the transition to college by introducing students to compelling topics and contemporary issues using innovative and student-centered pedagogy.
2. Global Learning (GL). These are intended develop the awareness and understanding of global issues.
3. Diversity, Equity, Inclusion (DEI). These are intended to help students build an understanding of diversity-related issues in our country.

More detailed descriptions and key learning outcomes for each are provided below.

D. Implementation Recommendations
Many of the courses that would fall under the Cultural Inquiry, Social Inquiry, and Natural Scientific Inquiry categories already fulfill University Group Requirements. The list below provides a general guideline explaining the relationship between the
older University Group Requirements and the new Inquiry courses of the proposed University Core.

| VP, PL, FC, HS → Cultural Inquiry |
| AI, SS, HS → Social Inquiry |
| LS, PS → Natural Scientific Inquiry |

In order to efficiently approve courses, the committee recommends that:

- A call for proposals should be issued to allow any department to submit courses that meet the learning outcomes for Inquiry courses for consideration by the GEOC.
- Cross-Inquiry courses must fit the learning outcomes of one of the general Inquiry categories in addition to the requirements of the specific Cross-Inquiry category.
- The GEOC should adopt a process that allows departments to submit a list of existing courses to transfer to the new categories, with the understanding that all courses in these omnibus submissions receive provisional approval and will be reevaluated for final approval within a 2-3 year window by the GEOC to ensure that courses have adopted the relevant required learning outcomes as part of their course design and assessment.
- Departments with courses that might fall under more than one Inquiry should determine where their courses best fit (i.e. Cultural Inquiry or Social Inquiry) and design their proposals accordingly.
- Departments should also indicate whether courses in their omnibus submission meet the learning outcomes of a Cross-Inquiry course and should be considered as such.

All courses that fall within the current Group Requirements should be eligible for inclusion in one of the new Inquiry categories, as suggested in the box above. The learning outcomes for these categories are written as broadly as possible to ensure maximum flexibility for departments and to create opportunities for departments and individual faculty to assess where their courses best fit.

The committee encourages GEOC and any other relevant offices to provide workshops for faculty who are interested in revising their courses to reflect these new learning outcomes. In particular, the committee emphasizes that Inquiry courses should move beyond mere content delivery to also provide students with an explicit introduction to disciplinary modes of thinking and methodologies. Many or most of our current Group Requirement courses already do that and should not require major revision.
E. First Year Inquiries

1. Overview of first year courses

Special courses targeted at students in their first year serve as an introduction to the college-level intellectual inquiry, providing an alternative to large survey classes which are often “barrier” courses with high fail/withdrawal rates. These are the first academic experiences that many students have, and so can help set the tone for a students’ entire academic career. First year courses are intended to help to develop and inspire a students’ intellectual curiosity and to foster the skills that will help them to become active learners. They typically focus on cutting-edge questions in scholarship (often based on faculty members’ own areas of research) and place a strong emphasis on critical thinking and other skills that develop students’ intellectual and practical competencies. They are a common curricular element in general education programs at many colleges and universities. In a recent survey conducted by the American Association of Colleges and Universities, 82% of respondents had some form of a first year seminar, 52% as a formal requirement.

Beyond helping to inspire curiosity and introducing students to the intellectual promise of a university education, these courses typically serve two additional functions. First, these courses typically provide a more integrated perspective on a given topic, helping to make explicit the purpose of “Breadth” or “Distribution” requirements within a curriculum. Traditional distribution models create a listing of often disparate courses, and it is up to the student to figure out how different disciplines inform on each other. Well-designed first year courses can make these connections explicit. Second, there is a wealth of data that demonstrate positive effects of these courses on student success and retention. Participation has statistically significant effects on a student’s successful transition to college, persistence into the second year, grade point average, student attitudes and perceptions of higher education, and attainment of a bachelor’s degree.

Typical models

- Small seminars that reflect instructor’s intellectual interests; colleges and departments often take an active role in offering these (e.g. UNC; UNLV).
- Small sections oriented around big themes/questions. Common examples include citizenship within a changing world, and issues of sustainability.

Common Criteria

1. Focus on topics that resonate with first-year students.
2. Include high-impact learning experiences.

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3. Promote student's ability to work cooperatively with peers; active student participation is emphasized.
4. Promote development of college-level communication skills (writing especially).
5. Offered in small sections, taught by regular faculty

2. First-Year Inquiry course proposal

These courses are intended to facilitate the transition from high school to college by helping students to make connections between broad ideas and their practical applications. They offer insights into themes that interconnect with local and/or global issues in ways that:

1. Allow students to engage critically with different discourses (scientific, religious, cultural, social, literary, political, etc.) pertinent to the course topic to better understand their own and others’ assumptions when presenting a position.
2. Allow students to see how the course content and the skills they acquire are relevant to their lives.
3. Lead to new areas of inquiry and help build fundamental skills for undergraduate students. FYI courses should promote active learning through strategies such as small-group discussion, discussion boards, group work, or in-class presentations, among others.

3. Learning Outcomes

These courses should address the following programmatic outcomes:

- Critical Thinking
- Written and/or Oral Communication

In addition, courses should address the following FYI specific outcomes:

Students will . . .

- Recognize and illustrate how the subject is relevant to their local and/or global communities.
- Identify and challenge their own and others’ assumptions and relevant contexts when presenting a position.

4. Course Criteria

1. FYI courses should meet the learning outcomes of one of the Inquiry categories.
2. They should focus on compelling topics and contemporary issues.
3. They should be a 1000-level or 2000-level course with no pre-requisites.
4. They must incorporate innovative and student-centered pedagogy; syllabus should include at least 2 examples of active learning such as (but not limited to):
   - discussion boards
   - small group work
   - flipped classroom
   - project-based learning
   - conceptual vs. factual learning
5. FYI courses ideally will be taught by full-time faculty.
7. FYI courses cannot be online courses.

5. Implementation recommendations

It is recognized that implementing these courses will require a period of course development, especially if the recommendation of limiting course size is followed. Many courses already exist that could fulfill this requirement with little or minor modifications; other courses would need to be created. To this end, we suggest the following:

- The GEOC should issue a call for proposals, and work with the Office for Teaching and Learning to offer a workshop for designing these courses.
- The FYI requirement will not be implemented until course resources are sufficient (assessed by oversight body).
- Courses enrollment should be limited to first-year freshmen in the development period, and only made available to other classifications as capacity develops.
- FYI courses should receive a special designation within the schedule of classes to clearly identify these to students.
- Course descriptions should be made highly visible on a website for the University Core Curriculum, to increase awareness of these courses both among students and the campus community.

6. Oversight, Administration, and Assessment

We recommend that the GEOC have the capacity to charge a sub-committee of faculty to oversee these courses. This sub-committee would report directly to the GEOC, and would include one or more GEOC members as committee chairs. This sub-committee would be charged with oversight of course approval and development, as well as course assessment.

In order to maintain a fresh and dynamic offering of courses, we recommend that courses are approved for no more than 5 year periods. After 5 years, courses would need to reapply for inclusion.

Further, it is recognized that there are courses offered in departments by multiple instructors, and not all of these courses/instructors would meet the guidelines of the FYI courses. Therefore, we recommend that courses are approved for specific instructors.

F. Global Learning

All three parts of Wayne State’s Mission Statement reflect our university’s commitment to advancing diversity at both the local and global levels: “We will create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.” Wayne State’s 2016-2021 Strategic Mission articulates the values of diversity and inclusion and defines these as “valuing all people and understand that their unique experiences, talents and perspectives make us a stronger organization and better people.” To achieve this end, the University’s goal is to “implement and enhance

http://strategicplan.wayne.edu/
academic programs focused on cultural, language, and global competencies”\footnote{Ibid.}. The university’s mission reminds us that the understanding of diversity—both in Detroit and across the United States and global communities—is at the core of our university.

As such, we propose a Global Learning requirement that focuses on “building an understanding of global cultures.”\footnote{Ibid.} Courses that fulfill this requirement will help students to develop intercultural competencies that will allow them to see the world from multiple perspectives. Students who successfully complete courses within the global learning requirement will develop the awareness of the relationship between their own culture and others' culture across the globe.

This requirement is congruous with the AAC&U Global Learning Value Rubric which stresses “A critical analysis of and an engagement with complex, interdependent global systems and their implications for people’s lives and the earth’s sustainability. Though global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; 2) seek to understand how their actions affect both local and global communities; and 3) address the world’s most pressing and enduring issues collaboratively and equitably.”\footnote{Ibid.} This learning rubric explicitly recognizes that civic responsibility extends beyond one’s national borders, and that global learning helps to promote responsible global citizenship.

1. Learning outcomes

Courses that fulfill this requirement must meet all prescribed learning outcomes. In addition, each course must devote at least 80% of the course reading materials, lecture, discussion, and/or assignments to issues of global learning.

- Compare one’s own position, core values, and biases to those in other national and global communities.
  - Program Outcomes: Civil Engagement; Ethical Reasoning
- Identify and examine historical legacies that have created the dynamics and tensions of the world.
- Analyze how perceptions and beliefs are created by differing historical, scientific and cultural contexts.
  - Program Outcomes: Inquiry and Analysis
- Exhibit the intercultural competencies necessary to move across boundaries and unfamiliar territory, see the world from multiple perspectives, and/or sustain difficult conversations in the face of highly emotional and perhaps uncongenial differences.
- Use analytical reasoning skills to articulate informed and humane solutions to complex global concerns.
  - Program Outcomes: Critical Thinking; Problem Solving

\footnote{Ibid.} 
\footnote{Ibid.} 
\footnote{https://aacu.org/sites/default/files/files/VALUE/GlobalLearning.pdf}
2. Resource, Development, and Implementation Challenges

We have compiled a list of possible courses currently being offered that could count toward this requirement with little to no modification. These courses span multiple departments and colleges and are already being staffed as departments see fit. Adding this requirement should not require any significant change in the resourcing or implementation.

G. Diversity, Equity, and Inclusion

As previously stated, the university’s mission statement reminds us that the understanding of diversity, both local and global, is at the core of who we are as an institution. As such, we propose a Diversity, Equity, and Inclusion (DEI) requirement that focuses on “understanding multiculturalism and building diversity and inclusion competencies and expertise.” Implementing this requirement would put Wayne State in line with the eleven Michigan 4-Year Public and the fifty-seven universities that share Wayne State’s Carnegie Classification and have a university-level diversity requirement.

This requirement is congruous with the Association of American College & University’s (AAC&U) Intercultural Knowledge and Competence Value Rubric, which stresses the capacity to “place social justice in historical and political context, and put culture at the core of transformative learning, [and which] suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.”

Courses that fulfill this requirement will help students build an understanding of diversity-related issues in our country and provide tools needed to articulate informed responses to complex domestic situations. Students who successfully complete courses within the DEI requirement will develop the awareness of the relationship between their own culture and others’ culture in the US. Knowledge of the diverse cultures that have shaped US and other world societies is recognized as a key element for promoting the development of civic learning and democratic engagement.

1. Learning outcomes

Courses that fulfill this requirement must meet all prescribed learning outcomes. In addition, each course must devote at least 80% of the course reading materials, lecture, discussion, and/or assignments to issues of diversity and inclusion.

- Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles.
  - Program Outcome: Civic Engagement
- Recognize the relationship between contemporary diversity-related issues and U.S. history, institutions, practices, and policies.

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29 Provided in appendix
30 Data provided in appendix
• Examine the roots of individual cultural values and prejudices and how they influence behavior.
  o Program Outcome: Critical Thinking
• Identify the ethical and moral issues present in complex domestic situations and articulate informed responses to ambiguity and disagreement.
  o Program Outcomes: Ethical Reasoning; Critical Thinking; Inquiry and Analysis
• Demonstrate understanding of the key issues of the course by analyzing, proposing, or engaging in strategies that promote equity at the local or national level.
  o Program Outcome: Problem Solving

2. Resource, Development, and Implementation Challenges
We have compiled a list of possible courses currently being offered that could count toward this requirement with little to no modification. These courses span multiple departments and colleges and are already being staffed as departments see fit. Adding this requirement should not require any significant change in the resourcing or implementation.

VI. Highlighted courses
These courses are not formally required, but would be highlighted and promoted elements of the University Core curriculum. Engagement courses, which promote civic engagement and learning, can be taken to help satisfy Inquiry course requirements. Wayne Focus courses are one credit follow-up courses to the Wayne Experience that are designed to reinforce and further develop student success skills.

A. Engagement courses
Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Wayne State was recognized for its commitment to community engagement through receiving the 2015 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. This recognizes the collaboration between the university and a broader community (local, regional/state, national, global), with a specific reference to its commitment and dedication to Midtown Detroit. Community engagement is also one of the strategic focus areas of the University’s Strategic Plan (2016), which states: “We encourage every faculty member, administrator, and student to

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33 Provided in appendix
34 Carnegie Community Engagement Classification, 2015: http://www.nerche.org
35 ibid.
participate in meaningful, sustainable, and mutually beneficial relationships with our community. We believe that experiential learning and community service are vital to our academic mission.”

Objectives within the University’s Strategic Plan include:

- Integrate community service and volunteerism into the curricula and provide more opportunities for faculty, students, and staff to participate
- Encourage all undergraduate and graduate students to engage in sustainable community service-learning experiences (which will enable them to be better prepared for their careers and instill a lifelong commitment to giving back and an appreciation of community-based knowledge and insights)
- Establish academic programs/courses focused around Detroit and Southeast Michigan’s urban challenges (bankruptcy, urban health issues, educational preparedness, etc.)
- Invite local community leaders and groups aligned with our mission to the university to raise awareness, host on-campus events, etc.
- Create a coordinated system/database to track and synthesize community engagement efforts

Engagement courses are intended to help the university fulfill its strategic mission through the creation of courses within the University Core Curriculum that support students and faculty in learning to collaborate with members of a diverse community and society in their field and across multiple contexts. This would include courses that include experiences such as study abroad and study away, internships, service learning and civic engagement, and research. Collectively, these are high impact educational experiences that both promote deep learning within a subject and are key outcomes for general education and for preparing students for the workforce, because the skills developed (teamwork, problem-solving, oral and written communication skills) are job skills. These courses can be taken to satisfy Inquiry course requirements.

1. Goals of Engagement Courses

These courses should incorporate one or more of the following goals

- Offer students the opportunity to examine, in depth, a public problem or civic issue that concerns them.
- Explore the nature of social, cultural, political, and/or environmental forces, institutions, and ideas that influence public problems and their resolution.
- Prepare students for lives of civic engagement and good citizenship, local and global, and to promote key elements of the common good, by encouraging students to consider their own role in a larger community and their responsibilities within that community
- Connect students and the university with a broader community in a mutually beneficial manner.

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http://strategicplan.wayne.edu/
2. Essential Characteristics

*Courses should meet all of these characteristics*

- Emphasize active learning by providing opportunities for students to apply what is learned in the classroom to practice outside of it.
- Be part of a course, and serve to advance the learning outcomes of the course.
- Include appropriate orientation and preparation.
- Require opportunities for ongoing, thoughtful reflection. This could include the completion of essays/theses, or some form of public communication (e.g. presentation at a conference).
- Must address one or more of the key learning outcomes listed below.

3. Key Learning Outcomes

**Civic Engagement**

Students will integrate the knowledge, values, and skills to analyze and address significant public issues.

*Students may demonstrate civic engagement by their ability to:*

- Connect and extend knowledge gained from their academic experience to their own participation in civic life, politics, and government.
- Understand how their own beliefs compare to those from other cultures or communities.
- Listen and communicate to others to establish relationships that further civic action.
- Work within community contexts and structures to achieve a civic aim.
- Evaluate how their civic engagement activities impact communities and their own understanding of civic duty.

**Integrative Thinking**

Students will make connections between different areas of learning, academic knowledge, and personal experience.

*Students may demonstrate integrative thinking by their ability to:*

- Create new ideas by connecting knowledge and facts from multiple disciplines.
- Make meaningful connections between experiences inside and outside the classroom.
- Adapt and apply knowledge and skills gained in one situation to new situations.
- Communicate knowledge in a way that connects content and form.

4. Development of Engagement courses

The committee recognizes that the current offerings and supporting resources required to offer these courses at a large scale are not yet fully available. Therefore, we are proposing a developmental process through which these resources will be developed and evaluated:

1. Courses that currently meet the goals of the Engagement courses and fit into the learning outcomes of an *Inquiry* category would be noted as such and
highlighted in the curriculum via both the University Core Curriculum website and other WSU sites that focus on community engagement to encourage students to take these courses to satisfy an Inquiry requirement.

2. The committee recommends that the Provost authorize a 5-year development project to begin in Fall 2017 to develop and offer these courses. We further propose that this development effort is linked with other university initiatives to develop and promote civic engagement in both teaching and research.

3. The GEOC will assess the success of course and resource development. We recommend that the GEOC charge a sub-committee consisting of faculty and staff who are actively engaged in these courses to oversee this. This committee would be chaired by a GEOC member, and would report directly to the GEOC.

4. After the 5-year development period, the GEOC will assess these courses and consider whether Engagement courses should be implemented as a formal requirement for all students, or only as a visible means to satisfy an Inquiry requirement.

5. Resources

The Office of Government and Community Affairs promotes and advances relationship building in the community and the strategic initiatives and goals of the university, and serves as the university’s central source of contact with public policy makers, government officials and community leaders.

Community outreach site: http://communityoutreach.wayne.edu/

The Center for the Study of Citizenship is developing a network of community-engaged researchers on campus. This should facilitate opportunities for classes to participate in community-engaged research.

The Office of International Programs will be invaluable in developing global engaged-learning opportunities. The office’s database http://www.engagement.wayne.edu/ will be a critical tool for building the connections essential to ongoing collaboration with the community.

The Office of Teaching and Learning offers a wide variety of programs, workshops and speakers, each specifically designed to enhance teaching at Wayne State. They offer several service-learning course workshops.

Community Engagement@Wayne reviews and lists courses that satisfy the Irvin D. Reid Honor's College's 3-credit service-learning requirement. These courses can serve as models for the development of additional courses across our campus. Community Engagement@Wayne also creates and promotes connections with community partners to develop collaborations in service-learning and anticipates doing the same for community-based research.

B. Wayne Focus

This is an optional follow-up course to the Wayne Experience. In this course, students will reflect on their performance and learning strategies in their first semester of college, and further investigate WSU as a scholarly community. The course culminates in a
collaborative project in which students explore an area of interest related to WSU, our urban environment and/or connecting with others for success in college and in life. The ultimate goal is to transform students into self-directed learners and powerful problem solvers.

1. **Key Ideas**
   - Students assess their academic performance during the fall semester and make adjustments to their college success strategy.
     - WSU already has access to a Midyear Student Assessment instrument (MYSA).
   - Students conduct a collaborative inquiry/research into a topic relating to one of the four learning goals introduced in the *Wayne Experience*: Belonging; Acculturation to academic community; WSU in Detroit; and Academic support and study skills.
   - Students will present their research findings to their peers.

2. **Rationale**
   - More time will help to develop sound community structures and help to promote feelings of belongingness.
   - Feedback from Advisors suggests that interventions are “front loaded” in the first semester, with too little intervention occurring during the second semester.
   - More students leave after the second semester than after the first semester.
   - Content courses tend to be more rigorous in winter.

3. **Implementation**
   These courses will follow similar design principles as the *Wayne Experience* in terms of course delivery. Since these courses are optional, we anticipate that significantly fewer sections need to be offered. We recommend that these courses are only offered during winter semesters, and only to students who have first successfully completed a *Wayne Experience* course. We further recommend that these courses are administered and developed by same sub-committee with oversight of the *Wayne Experience*.

**VII. Program recommendations**

The General Education Reform Committee recognizes that the proposed *University Core* curriculum represents a significant change from the existing program, and presents challenges in terms of implementation and administration. We also recognize that implementing a new curriculum provides opportunities for better communicating the purpose of general education programs, enhancing the value and visibility of the core elements of the curriculum across the university community, and rewarding excellence in pedagogy within the program. Therefore, we make the following recommendations:

A. **Administration and oversight**

The General Education Oversight Committee (GEOC), comprised of faculty from across the institution appointed to this body, has served as the governing body for general education since the implementation of the first General Education curriculum at the
university in 1986 (originally named the General Education Implementation Committee). The committee is responsible for the following:

- Reviewing and evaluating all courses proposed for satisfying the various General Education requirements.
- Monitoring all facets of general education for the purpose of assuring that the General Education Program has consistent goals, with clearly delineated learning outcomes that are assessed appropriately.
- Receiving and evaluating all reports required of departments and/or colleges in conjunction with implementing the various requirements of the General Education Program.
- Encouraging and promoting the goals of general education at Wayne State University and to assure that all students experience a meaningful and rigorous program of general education.
- Submitting an annual report to the Provost and the Curriculum and Instruction Committee of the Academic Senate. The report will address assessment of the learning outcomes of the program and recommendations for program improvements.

It is assumed by the GERC that these duties will not change, but given the inclusion of new types of courses in this proposal, the duties will become more complex. To this end, we recommend that the GEOC be provided the capacity to charge subcommittees for oversight of certain program elements, specifically:

- The FYI courses
- Wayne Experience and Wayne Focus
- Written and Oral Communication courses (see section III.B.5)
- Engagement courses

Each of these program components requires more focused attention on course evaluation, course assessment, and course implementation than the GEOC would have the capacity to perform on its own.

The GEOC should have the capacity to select the subcommittee members in a manner that faculty and staff who have a particular expertise or stake in the program could be included in the oversight process. For example:

- FYI subcommittee members could be drawn from faculty who teach these courses, giving some ownership of these courses to those who teach them.
- Wayne Experience and Wayne Focus subcommittee members could include advising and library staff who have expertise in navigating university resources.
- Engagement course subcommittee members could include faculty who offer these courses, and staff members that facilitate civic engagement and other programs that connect the university to a broader community.

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37 http://bog.wayne.edu/code/2_43_03.php
Each of these subcommittees should be staffed and chaired by a member of the GEOC, and would report directly back to the GEOC. The role of these subcommittees should include:

- Approving courses for inclusion in the University Core based on the prescribed learning outcomes.
- Leading assessment efforts for determining that the courses and the requirement are meeting their objectives.
- Helping to facilitate the obtainment and utilization of university resources for these courses.

B. Program communication and website

We strongly recommend that resources be allocated to allow for the creation a dynamic and attractive website for the University Core Curriculum, and for sufficient staffing to ensure that the site remains active and current. This website is needed for multiple purposes: to promote features of the program to prospective students and their parents; to communicate the goals and elements of the program to the university community; and to serve as a one-stop information hub for students to find information about courses and activities that are part of the program.

University websites are often the first point of contact between prospective students (and their parents) and the institution. It is thus imperative for the university to utilize its web presence to make visible compelling information that could keep WSU on a short list for consideration, on which prospective students can easily find key program information that would factor into their decision-making process. This is especially important for the proposed University Core curriculum, which for most students would represent much of their coursework in their first year of college. In an era of declining enrollments and increased competition from community colleges, universities, and online coursework, there is a significant need for enhanced promotion of attractive university programs, especially those that engender college success.

An effective website needs to be more than just a marketing tool. It needs to serve as a central hub for information about the program, from communicating its broad purpose to providing information about available courses. In our survey of WSU students, 40% of respondents disagreed or strongly disagreed with the statement: “The university does a good job explaining the (general education) program.” The purpose of the University Core Curriculum needs to be made clear not only to students, but also to faculty and other stakeholders so that there is a broad understanding of the importance of the program in furthering education, enhancing success, and helping to develop job skills that are important to employers. National surveys of a broad spectrum of employers clearly demonstrate that learning outcomes introduced in general education programs are valued most highly, yet students often do not understand the connections between their coursework and future employment.

Key elements of website:

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https://oira.wayne.edu/institutional-data/enrollment
https://wayne.edu/engaging-gened/documents/students.pdf
https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary
• It needs to be user-friendly. Information needs to be visible, easy to find, and current.
• It should allow students to access current course catalog information about specific requirements, serving as a “one-stop shop” for both learning about the requirements and finding courses to satisfy them.
• It needs to specifically highlight the first year of college. Students need to easily find and understand information on what their college experience will be like, from the courses they will take (FYI, Wayne Experience) to the educational and social activities that will add to their overall college experience. (example: University of Kansas, http://firstyear.ku.edu)
• It needs to provide a specific section for First Year Inquiry courses. This should serve as a resource to allow students to find available courses, as well as for faculty who are interested in teaching them. (examples: Michigan State University, http://freshmanseminars.msu.edu; University of Michigan, https://lsa.umich.edu/lsa/academics/engaged-learning/first-year-seminars.html; University of North Carolina, http://fys.unc.edu/).
• It needs to provide a specific section for Engagement courses highlighting available courses, opportunities, and resources. It should also be linked to other related campus programs, including those focused on research (example: Tulane, https://www2.tulane.edu/cps/students/servicelearningcourses.cfm). It can serve to highlight notable courses and student experiences within these courses, as well as promote the many excellent programs that exist at WSU.

C. Reward and recognition

The University Core is the one central element of education at the university, with the curriculum belonging to faculty from departments, colleges, and programs across the campus. Our current program involves some of our best faculty and staff, but there is also a need to encourage broader participation in the curriculum. There should also be a recognition of innovation and excellence in teaching, not only to reward those faculty members, but also to promote excellent pedagogical approaches across the campus community. One idea discussed by the committee is holding an annual conference for the university community focused on the University Core Curriculum that could highlight innovations and successes in the program. This could include:

• Teaching awards specifically dedicated to recognizing faculty who are dedicated to teaching courses in the University Core.
• Teaching awards specifically dedicated to recognizing faculty who are dedicated to undergraduate education.
• Awards and recognition for faculty engaged in innovative pedagogy in the classroom.
• Awards, recognition, financial, and logistical support for faculty integrating community engagement activities in the classroom.

Activities that happen within individual classrooms are often not widely discussed. It might increase the breadth and diversity of faculty recognized by these awards if we allow faculty to self-nominate. We would also encourage the establishment of faculty-led workshops on pedagogy, course development, and other classroom-related activities.
VIII. Appendix
A. Roster of General Education Reform Committee members
B. Roster of subcommittee members
C. Data on Diversity Requirements at Doctoral Universities
D. List of potential Global Learning courses
E. List of potential Diversity, Equity, and Inclusion courses
General Education Reform Committee Roster

Co-chairs

Monica Brockmeyer  Associate Provost for Academic Success, Associate Professor, Computer Science, College of Engineering

Tom Fischer  Associate Professor, Psychology, CLAS

Members

Lisa Alexander  Associate Professor, Africana Studies, CLAS

Anne E. Duggan  Professor of French and Chair of the Department of Classical and Modern Languages, Literatures, and Cultures

James Fortune  Academic Advisor, Department of Fine and Performing Arts

Sandra Gonzales  Assistant Professor, Teacher Education, College of Education

Jennifer Hart  Assistant Professor of History, CLAS

Loraleigh Keashly  Associate Professor, Communication, College of Fine, Performing, and Communication Arts

Jeffrey Potoff  Professor, Chemical Engineering, College of Engineering

Jeff Pruchnic  Associate Professor, English, CLAS

William Volz  Professor, Accounting, School of Business Administration

Support

Stephanie Baier  Postdoctoral associate, Provosts office

Former members

Heather Lai  Lecturer, Biomedical Engineering, College of Engineering (off 5/15)

Larry Lemke  Associate Professor, Geology, CLAS (off 5/16)

Dan Isaksen  Associate Department Chair, Mathematics, CLAS (off 5/16)
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<tr>
<td>SUNY at Albany</td>
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<tr>
<td>Temple University</td>
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<tr>
<td>Texas A&amp;M University - College Station</td>
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<tr>
<td>Texas Tech University</td>
<td>Y</td>
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<tr>
<td>University of Tennessee - Knoxville</td>
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<tr>
<td>University of Texas at Austin</td>
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<td>University of Texas at Dallas</td>
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<td>University of Buffalo</td>
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<tr>
<td>University of Alabama at Birmingham</td>
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<tr>
<td>University of Arizona</td>
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<tr>
<td>University of Arkansas</td>
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<td>Y</td>
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<tr>
<td>University of California - Berkeley</td>
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<tr>
<td>University of California - Davis</td>
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<tr>
<td>University of California - Irvine</td>
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<tr>
<td>University of California - Los Angeles</td>
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<tr>
<td>University of California - Riverside</td>
<td></td>
<td>Y</td>
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<tr>
<td>University of California - San Diego</td>
<td>Y</td>
<td>Diversity, Equity and Inclusion</td>
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<tr>
<td>University of California - Santa Barbara</td>
<td>Y</td>
<td>European Traditions, World Cultures, Ethnicity Requirements</td>
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<tr>
<td>University of California - Santa Cruz</td>
<td>Y</td>
<td>Cross-Cultural Analysis; Ethnicity and Race</td>
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<tr>
<td>University of Central Florida</td>
<td>Y</td>
<td></td>
<td></td>
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<tr>
<td>University of Cincinnati - Main Campus</td>
<td>Y</td>
<td>Human Diversity requirement that is not explained</td>
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<tr>
<td>University of Colorado Boulder</td>
<td>Y</td>
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<tr>
<td>University of Connecticut</td>
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<tr>
<td>University of Delaware</td>
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<tr>
<td>University of Florida</td>
<td>Y</td>
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<tr>
<td>University of Georgia</td>
<td>Y</td>
<td>World Languages and Culture</td>
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<tr>
<td>University of Hawaiï at Manoa</td>
<td>Y</td>
<td>Global and Multicultural Perspectives</td>
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<tr>
<td>University of Houston</td>
<td>Y</td>
<td>Understanding the Past and Understanding US Society has many classes that would fulfill a diversity requirement but not all of them do</td>
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<tr>
<td>University of Illinois at Chicago</td>
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<tr>
<td>University of Illinois at Urbana Champaign</td>
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<tr>
<td>University of Iowa</td>
<td>Y</td>
<td>Culture and Diversity</td>
<td></td>
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<tr>
<td>University of Kentucky</td>
<td>Y</td>
<td></td>
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<tr>
<td>University of Louisville</td>
<td>Y</td>
<td>2 courses in cultural diversity</td>
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<tr>
<td>University of Maryland - College Park</td>
<td>Y</td>
<td>Students must take two courses in Understanding Plural Societies and/or Cultural Competence</td>
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<tr>
<td>University of Massachusetts - Amherst</td>
<td>Y</td>
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<td>University of Minnesota - Twin Cities</td>
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<td>University of Mississippi</td>
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<tr>
<td>University of Missouri - Columbia</td>
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<tr>
<td>University of Nebraska - Lincoln</td>
<td>Y</td>
<td>students are required to exhibit global awareness or knowledge of human diversity through analysis of an issue. It's not clear how many classes students take to fulfill the requirement but the available courses cover local and global diversity</td>
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<tr>
<td>University of New Mexico - Main Campus</td>
<td>Y</td>
<td>one course on non-Western culture</td>
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<tr>
<td>University of North Carolina - Chapel Hill</td>
<td>Y</td>
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<tr>
<td>University of North Texas</td>
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<tr>
<td>University of Oregon</td>
<td>Y</td>
<td>Students must complete one course in two of the following categories: American cultures; identity, pluralism, and tolerance; international cultures</td>
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<tr>
<td>University of Pittsburgh-Pittsburgh Campus</td>
<td>Y</td>
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<tr>
<td>University of South Carolina - Columbia</td>
<td>Y</td>
<td>Global Citizenship and Multicultural Understanding</td>
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</tr>
<tr>
<td>University of South Florida - Main Campus</td>
<td>Y</td>
<td>Students take one course in Human and Cultural Diversity in a Global Context. Some courses focus on domestic and some are international</td>
<td></td>
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<tr>
<td>University of Utah</td>
<td>Y</td>
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<tr>
<td>University of Virginia - Main Campus</td>
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<tr>
<td>University of Washington - Seattle</td>
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<tr>
<td>University of Wisconsin - Madison</td>
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<tr>
<td>University of Wisconsin - Milwaukee</td>
<td>Y</td>
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<tr>
<td>Virginia Commonwealth University</td>
<td>Y</td>
<td>Diverse and global communities</td>
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<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Y</td>
<td>Critical Issues in a Global Context</td>
<td></td>
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<tr>
<td>Washington State University</td>
<td>Y</td>
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<tr>
<td>West Virginia University</td>
<td>Y</td>
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</table>

**Totals**

- US Diversity Only: 6
- Global Diversity Only: 12
- Local and Global Diversity: 34
- Local or Global Diversity: 16
- Special Requirement(s): 8
- No Diversity Requirement: 14
Possible Global Learning Courses currently in the Undergraduate Bulletin

**African American Studies**
3250 Politics and Culture in Anglophone Caribbean
3420 Pan-Africanism: Politics of the Black Diaspora
3610 Interdisciplinary Perspectives on Foreign Culture: The Africans

**Anthropology**
3100 Cultures of the world
3200 Lost Histories and Ancient Civilizations
3220 The Inca and their Ancestors
3310 Language and Culture
3520 Understanding Africa
3540 Cultures and Societies of Latin America
3550 Arab Society in Transition

**Art History**
1110 Survey of Art History: Ancient through Medieval.
1120 Survey of Art History: Renaissance through Modern.
1130 Encounters with the Arts of Global Africa
3070 Art and Archeology of Ancient Egypt
3240 Mythology in Greek Art
3410 Medieval Art and Architecture
3650 Nineteenth-Century European Art and Architecture

**Asian Studies**
JPN 2710 Japanese Culture
JPN 2800 Culture Studies in Japan (Homestay and Study Abroad Tour)
JPN 4550 Japanese Culture and Society I
JPN 4560 Japanese Culture and Society II
CHI 2050 Gateway to Chinese Cultures
CHI 3010 Contemporary Chinese Pop Culture

**Classics**
1010 Classical Civilization
3150 Athens in the Ancient Greek World
3400 Bronze Age in the Agean
3590 Byzantine Civilization
3700 The Golden Age of Rome
3720 Modern Greek Cities

**English**
2670 Introduction to Canadian Studies
2730 Languages of the World
3993 Topics in Canadian History, Society, Politics

**French**
2700 Existentialist Literature
2710 Introduction to French Civilization 1
2720 Introduction to French Civilization 2

**Geology**
1000 Geology and the Environment
German
2710 Survey of Germanic Culture 1
2720 Survey of Germanic Culture 2

Global Studies
2700 Introduction to Global Stories
2800 Introduction to Global Issues and Institutions
3700 Globalization: Theories, Practices, Implications

History
1000 World Civilization to 1500
1300 Europe and the World: 1500-1945
1400 The World Since 1945
1600 African Civilizations to 1800
1610 African Civilizations Since 1800
1700 History of Pre-Modern East Asia
1710 History of Modern East Asia
1800 The Age of Islamic Empires: 600-1600
1810 The Modern Middle East
1900 History of Colonial Latin America
1910 Latin America from Independence to the Present
2440 History of Mexico
2605 History of Women, Gender and Sexuality in the Modern World
2800 Global Institutions and Issues
3010 Jewish History from the Bible to 1492
3011 Jewish History since 1492
3015 History of Judaism and Jewish Thought
3320 Twentieth Century Middle East
3330 Civilizations of the Nile Valley: Egypt and Nubia
3490 History of Russia and Eurasia to 1917

Italian
2710 Italian Culture and Civilization I
2720 Italian Culture and Civilization II

Latin American Studies
1910 Latin America from Independence to the Present
2100 Chicano/a Literature and Culture
2410 History of Mexico
2420 History of Puerto Rico and Cuba
3510 Mesoamerican Civilization

Music History
1340 Music Appreciation: World Music

Near East Studies
2000 Introduction to Islamic Civilization of the Near East.
3225 Modern Israeli Culture: A Pluralistic Perspective
3520 Women and Gender in Middle East History

Peace and Conflict Studies
2020 Science, Technology, and War
Philosophy
2150 Chinese Philosophy
2390 Philosophy of Human Rights

Polish
2710 Survey of Polish Culture

Political Science
2710 Introduction to Comparative Politics
2810 World Politics
3710 Politics of Western Europe
3715 Politics of Central and Eastern Europe
3725 Politics of Developing Countries
3735 Politics of Latin America
3740 Women and Politics in the Middle East
3745 Politics of the Middle East
3770 Politics of East Asia.
3795 Latin America in World Affairs
3811 Theory of World Politics
3820 Pan Africanism: Politics of the Black Diaspora
3835 Middle East Conflict

Russian
2710 Introduction to Russian Culture

Slavic Studies
3310 Women in the Slavic World

Theatre
3711 World Performance Studies I
3715 World Performance Studies II
Possible DEI Courses Currently in the Undergraduate Bulletin

**African American Studies**
- 1010  Introduction to African American Studies
- 2010  African American Culture: Historical and Aesthetic Roots
- 2210  Black Social and Political Thought
- 2600  Race and Racism in America
- 3160  Black Urban History
- 3170  Ethnicity and Race in American Life
- 3180  Black Social Movements
- 3230  The Civil Rights Movement
- 3360  Black Workers in American History

**Anthropology**
- 2400  Food and Culture
- 3530  Native Americans

**Art History**
- 3750  African American Art

**Classics**
- 3060  Medea in African American Literature
- 3190  Topics on Women in Antiquity

**Criminal Justice**
- 3750  Diversity in Criminal Justice

**English**
- 2390  Introduction to African-American Literature: Literature and Writing
- 2570  Literature By and About Women: Literature and Writing

**German Cultural Studies in English**
- 3410  New Soil, Old Roots: The Immigrant Experience

**Geography**
- 2000  Introduction to Urban Studies
- 3130  Introductory Urban Geography

**Gender, Sexuality, and Women’s Studies**
- 2500  Humanities Perspectives on Gender, Sexuality, and Women
- 2700  Social Science Perspectives on Gender, Sexuality, and Women

**History**
- 2040  United States to 1877
- 2050  United States Since 1877
- 2430  History of Latino/as in the United States
- 3140  African American History I: 1400-1865
- 3150  African American History II: Reconstruction to 1968
- 3155  African American History III: from 1968 to the present
- 3240  Detroit Politics: Continuity and Change in City and Suburbs
- 3650  History of Detroit
Latino/a and Latin American Studies
1420  Introduction to Interdisciplinary Latino/a Studies Research
2100  Chicano/a Literature and Culture
2110  Puerto Rican Literature and Culture

Mortuary Science
3300  Religions, Values, and Death

Music History
1350  History of American Popular Music
1351  History and Styles of Rock and Roll
3360  Jazz History

Peace and Conflict Studies
2050  The Study of Non-Violence

Philosophy
1100  Contemporary Moral Issues
1110  Ethical Issues in Health Care
1120  Professional Ethics
1200  Life and Death

Political Science
3080  Gender and Politics

Sociology
2020  Social Problems
3300  Social Inequality
3350  Religion and Social Activism
4360  Women and Health
4460  Women in Society

Social Work
1010  Introduction to Social Work and Social Welfare

Theatre
1030  Introduction to Black Theatre and Performance