

# WAYNE STATE UNIVERSITY

## **UNDERGRADUATE GENERAL EDUCATION GUIDELINES**

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**Office of the Associate Vice President for  
Undergraduate Programs and General Education**

# UNDERGRADUATE GENERAL EDUCATION GUIDELINES

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# UNDERGRADUATE GENERAL EDUCATION GUIDELINES

## OVERVIEW OF GENERAL EDUCATION

Wayne State has had a University-wide Program in General Education since 1987 for all undergraduate students pursuing bachelor's degrees regardless of their academic specialties. These requirements contribute to the goal of ensuring that all students have the basic skills fundamental to success in college while simultaneously achieving the intellectual breadth necessary to place specialized and professional curricula in proper perspective. By means of the General Education Program, undergraduate students improve their skills and are introduced to methods of inquiry, modes of thought, bodies of knowledge, and representative ideas drawn from a wide range of academic disciplines.

The General Education Requirements are organized into the following categories:

### Competency Requirements

*Learning Objectives:* Competency Requirements ensure that students develop and demonstrate early in their academic careers fundamental skills in the following areas that underlie and make possible the acquisition of knowledge.

- Written Communication
  - Basic Composition
  - Intermediate Composition
  - Writing Intensive Course in Major
- Mathematics
- Oral Communication
- Computer Literacy
- Critical/Analytical Thinking

### Group Requirements

*Learning Objectives:* Group Requirements have a two-fold purpose: (1) to enable students to acquire knowledge and demonstrate understanding in a broad range of representative branches of knowledge; and (2) to enable students to develop and demonstrate the ability to apply methodological skills which encourage continued exploration on an independent level throughout their lives.

- Natural Science
  - Physical Science
  - Life Science
- Humanities
  - Visual and Performing Arts
  - Philosophy and Letters
- Society And Institutions
  - Social Science
  - American Society and Institutions
  - Historical Studies
  - Foreign Culture

## Exposure Areas

*Learning Objectives:* Exposure Areas will enable students to acquire broad-based understanding of topical issues of importance to contemporary American society.

- Cultural Diversity
- Ethical Inquiry
- Science, Technology, and Society

All curricula at the University include some common elements in general education and other requirements that are specific to particular majors, minors, and cognates as determined by the individual Colleges and Schools. In addition, many programs provide students with opportunities to choose elective courses to suit their interests and needs. University-wide General Education Requirements apply to all undergraduate students seeking baccalaureate degrees from Wayne State University, irrespective of the College or School in which they may be enrolled. Since the various Colleges and Schools may have additional programmatic requirements and/or specify particular courses which their students must select to fulfill their general education requirements, it is essential that all students work with their academic program advisors in selecting courses.

The university-wide General Education Oversight Committee is charged with oversight of the General Education program. 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.

## **GUIDELINES AND CRITERIA FOR GENERAL EDUCATION COURSES**

### **Overall Guidelines Governing General Education Courses**

- Course credit granted for satisfactory completion of an Advanced Placement, CLEP, or Departmental Examination will satisfy the appropriate competency, group, or exposure area requirement; credit so earned will be applicable to the baccalaureate degree.

- Satisfactory scores on Advanced Placement, CLEP, or special Departmental Examinations will satisfy the appropriate competency, group, or exposure area requirement.
- It is the primary responsibility of departments whose courses satisfy competency, group, and/or exposure area requirements to schedule these courses to fit the needs of all students--professional and non-professional alike. Such courses should be offered at University Extension Centers as well as on campus, and should be scheduled throughout the teaching day to accommodate the needs of students. All general education courses should be taught at least once each year.

### **Competency Requirements**

Success in college and the ability to function as an educated citizen require not only the ability to master areas of substantive knowledge, but also a series of fundamental skills that underlie and make possible the acquisition of knowledge. Since competencies or skills are preconditions for higher education, basic competencies should be demonstrated early in one's academic career. Multiple methods of demonstrating competency are available, including satisfactory completion of designated courses or earning appropriate scores on designated examinations.

Competency requirements, with the exception of the Writing-Intensive Course in the Major (WI), should be met early in a baccalaureate degree program. Students who fail to meet the specified deadline will be allowed two additional semesters (or equivalent) in which to satisfy the competency requirement. During this time, they must be actively involved in taking the appropriate course or otherwise preparing themselves to demonstrate competence. After the two-semester limit, students who have not satisfied the requirement may be barred from enrolling in courses other than those which satisfy the competency requirement until the requirement has been completed.

### **General Guidelines for Competency Requirements**

- Multiple methods of demonstrating competency will be provided. These include, but are not limited to: passing a college course; or demonstrating by examination that the specific skill is already possessed.
- Students who satisfy any competency requirement 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.
- Remedial courses (i.e., those numbered below 1000) required because of failure to demonstrate competency will yield NO credit hours toward graduation.
- Courses used to satisfy Competency Requirements may not be used to satisfy Group Requirements.

### Specific Guidelines and Criteria for Competency Requirements

#### *Written Communication (BC, IC, WI)*

Writing ability is a cornerstone of academic studies and is often considered the touchstone of a university education. Skill and effectiveness in writing serve the individual throughout life — in career, in community, and in social and leisure activities. The ability to write well must be developed so that specialized audiences within professional fields as well as general audiences can be addressed effectively. While writing proficiency may be honed and refined in composition courses, writing is a skill that serves many purposes; one that requires constant renewal. The requirement in Written Communication is structured not only to provide training in how to write well, but also to insure that writing skills continue to be exercised and enhanced throughout the undergraduate years. The progression of the Written Communication requirements reflects the important notion of 'writing across the curriculum.' This requirement contains the following three components:

**Basic Composition (BC):** All students must demonstrate competence in basic English composition prior to completing thirty credits. Basic composition competence shall be determined by satisfactory completion of a designated course, or its course equivalent; earning advanced placement credit for basic composition; or, passing a prescribed placement examination.

All students must demonstrate competence in basic composition by:

- a) Completing successfully an approved course in basic composition: ENG 1020, 1050 with a 'C' or better. (Students should consult College/School listing for the specific requirement in their curriculum.); OR
- b) Earning credit for basic composition through Advanced Placement, CLEP, or International Baccalaureate; OR
- c) Transferring credit received for successful completion of a comparable course taken at another college or university with a 'C' or better.

#### CRITERIA

All courses designated for Basic Composition:

- Provide instruction in basic composition.
- Include instruction in writing and revision of writing.
- Require writing assignments totaling 8000 words or more.

**Intermediate Composition (IC):** All students must complete satisfactorily a designated intermediate, or more advanced, course in which the teaching of English composition and rhetoric is a major component prior to completing seventy-five credits. Courses currently approved for intermediate composition are: AFS 2390; ENG 2050, 2100, 2110, 2120, 2210, 2310, 2390, 2570, 3010, 3050 with a 'C' or better. (Students should consult College/ School listing for the specific requirement in their curriculum.)

#### CRITERIA

All courses designated for Intermediate Composition:

- Provide instruction in writing and revision of writing

- Require written assignments totaling 5000 words or more--including at least one paper of 2000 words.

**Writing-Intensive Course in Major (WI):** Prior to graduation, all students must demonstrate that they have developed the ability to communicate effectively with specialized or professional audiences by completing successfully the writing requirements, or courses which incorporate major writing assignments, specified by the departments or professional schools in which they are seeking a degree. (Students should consult College/School listing for the specific requirement in their curriculum.)

#### CRITERIA

- Colleges/departments/programs, as appropriate, must designate an upper-division Writing Intensive Course(s) for their majors. The Writing Intensive Plans must be approved by the General Education Oversight Committee. In accordance with the General Education Program, each unit also must designate a writing coordinator (or committee) to oversee the requirement and provide regular reports to the General Education Oversight Committee.
- Courses designated for the writing intensive requirement must be upper-division and must provide guidance in the writing and revision of writing in the student's major field of study.

#### *Mathematics (MC)*

All educated individuals should master the underlying mathematical concepts and skills to study academic subjects in which mathematical formulations comprise an integral part of the subject matter, to deal with mathematical manipulations which might be required in their careers, to manage their personal finances, and to understand mathematical elements relevant to public issues.

The **Mathematics competency** requirement must be successfully completed by all students prior to completion of the first thirty credits taken at Wayne State University. Mathematics competency shall be determined by:

- a) Satisfactory completion of MAT 1000 or above if taken at Wayne State University; OR
- b) Placing into a mathematics course at the level of MAT 1500 or above on the appropriate mathematics placement examination; OR
- c) Achieving appropriate scores on national standardized tests; OR
- d) Transferring credit received for successful completion of a course equivalent to MAT 1800 or higher taken at another college or university.

#### *Oral Communication (OC)*

Educated persons should be comfortable in situations which require them to make oral presentations, convince others of a point of view, or make appropriate remarks in an informal setting. Along with an ability to write cogently, communicating orally is mentioned most frequently by employers and others who evaluate the preparedness of college students as a fundamental skill to be able to compete in contemporary society. Consequently, oral communication is a crucial skill needed for success in virtually every field of endeavor.



All students must demonstrate competency in the fundamentals of **oral communication** prior to completing sixty credits. Oral communication competency shall be determined by:

- a) Completing successfully an approved course in oral communication: COM 1010; ENG 3060; ISP 1560 (students should consult College/School listing for the specific requirement in their curriculum); OR
- b) Passing the Oral Communication Competency Examination; OR
- c) Transferring credit received for successful completion of a comparable course taken at another college or university.

#### CRITERIA

Courses used to satisfy the Wayne State University General Education Competency Requirement in Oral Communication must focus on the development of formal public speaking skills. The following factors are taken in consideration in evaluating courses for the requirement:

- To serve as an equivalent course, the primary focus of the course must be on public speaking. Merely including public speaking assignments in a course where the primary focus is interpersonal communication, small group communication, oral interpretation, written communication, etc., will not count as an equivalent course. Hence, courses with titles such as "Interpersonal Communication," "Technical Communication," "Small Group Communication," "Oral Interpretation of Literature," and similarly-titled courses would not normally be considered equivalent for the purposes of this competency requirement. Similarly, hybrid communication courses that introduce students to multiple communication contexts should not be judged equivalent, even if one of the contexts is public speaking.
- A course with a primary focus on public speaking should include at least four formal original public speaking assignments with time lengths of at least five minutes for each speech: at least one of the speeches must be persuasive and at least three of the speeches must be delivered in an extemporaneous delivery style. Written outlines and audience analyses should also be part of the process.

#### *Computer Literacy (CL)*

The application of computer technology to virtually all academic disciplines and their corresponding array of occupations is a central fact of contemporary life, and the need for students to become computer-literate is essential to general education. In the modern world, it is vital that students possess both elementary and advanced knowledge of computer functions. Two levels of proficiency are required:

- (1) Basic proficiency in computer literacy, by which students should be able to initiate a file and operate word-processing software, understand how to gain access to University computer systems, and command fundamental skills to perform simple on-line data retrieval and manipulative operations.
- (2) Advanced proficiency is relevant to the major field of study, and involves developing the skills and knowledge necessary to use computers effective in ways appropriate to the discipline.

**Basic Computer Competency (CL):** Prior to the completion of thirty credits at Wayne State University, the basic requirement may be achieved through one of the following four options:

- a) Completing successfully an approved course in computer literacy: B E 1200; COM 3210; CSC 1000 or any higher-level CSC course; FPC 1100 (students should consult College/School listing for the specific requirement in their curriculum); OR
- b) Passing the computer literacy competency examination; OR
- c) Achieving appropriate scores on national standardized tests; OR
- d) Transferring credit for successful completion of a comparable course taken at another college or university.

#### CRITERIA

The Competency Requirement in Computer Literacy may be met in a number of ways: in all cases, however, certain specific skills must be demonstrated. The minimum knowledge and skills which must be gained in such a course or courses are:

- Knowledge of basic computing concepts.
- The ability to perform fundamental operating system functions,
- The ability to use computers in a secure manner.
- The ability to use common software applications, such as:
  - word processing – create, save, retrieve text file.
  - spreadsheet program- create, manage, and manipulate numeric data.
  - presentation software – create presentations.
- The ability to use the computer for Internet access and electronic communication, specifically the ability to:
  - gain access to the University’s computer system (e.g., Blackboard, Pipeline).
  - send and retrieve email.
  - conduct Internet and database searches to obtain information and resources.

**Advanced Computer Proficiency:** Prior to graduation, all students must demonstrate that they have developed the ability to critically evaluate electronic resources in their major subject and to use effectively discipline/major/program-specific hardware, software, and scholarly electronic resources. All programs have been reviewed by the General Education Oversight Committee to insure that advanced computer proficiency has been integrated appropriately into their curricula. Consequently, all students completing the degree requirements for their major will have achieved the necessary advanced proficiency.

#### *Critical and Analytic Thinking (CT)*

The ability to reason critically and to analyze information is essential to the acquisition of knowledge in any discipline and may therefore appropriately be regarded as a fundamental skill, one to be acquired by students as early as possible in their education. Critical and analytic thinking includes: formulating and

identifying deductively- and inductively-warranted conclusions from available evidence; recognizing the structure of arguments (premises, conclusions, and implicit assumptions); assessing the consistency, inconsistency, logical implications, and equivalence among statements; and recognizing explanatory relations among statements. Competency in critical thinking must be demonstrated by all students prior to completion of the first seventy-five credits earned toward a bachelor degree.

Competency in Critical and Analytical Thinking shall be determined by:

- a) Completing successfully an approved course in critical thinking: B A 1010; COM 2110; PHI 1050 (students should consult College/School listing for the specific requirement in their curriculum); OR
- b) Passing the Critical Thinking Competency Examination; OR
- c) Transferring credit received for successful completion of a comparable course taken at another college or university.

### **Group Requirements**

The purpose of the Group Requirements is two-fold: to acquire a broad range of knowledge, and to develop methodological skills which encourage continued exploration on an independent level. As knowledge proliferates and the interrelatedness of separate disciplines becomes increasingly evident, the traditional goal of mastering discrete or representative bodies of common, traditional material has become obsolete; even the aim of becoming familiar with all areas of knowledge has become an impossible objective. A commitment to intellectual diversity, though, must remain a central goal of any coherent undergraduate experience, and all college students must be exposed to a broad range of basic disciplines. Thus, courses specifically designed to insure that students are adequately exposed to representative branches of knowledge are fundamental to any set of general education requirements, and course work in areas outside specialized fields is required of all undergraduates at Wayne State University. These courses provide the conceptual framework within which major and professional curricula are placed in proper perspective and supply an appropriate foundation upon which continuing self-education can take place.

In addition to providing breadth of knowledge, however, the General Education Group Requirements aim to foster awareness and understanding of how scholars and scientists in various disciplines acquire knowledge. Group requirements allow students to understand and apply the methods used in different disciplines to acquire knowledge so they will have the ability to continue to explore and learn independently throughout their university careers and throughout life.

Fundamental to any set of general education requirements at the university level are courses designed to ensure that all students have facility with certain branches of knowledge. The Group Requirements introduce students to knowledge and methods in areas outside their fields of special interest to provide the intellectual breadth necessary for completion of the major and for continuing self-education later in life.

To satisfy the Group Requirements, students will be introduced to materials drawn from the natural sciences: physical science, life science, and laboratory; the humanities: visual and performing arts, and philosophy and letters; and society and institutions: social science, American institutions, historical studies,

and foreign culture. Courses which fulfill the Group Requirements carry a minimum of three credits and constitute broad introductions to individual academic disciplines. Such courses are designed for non-majors; however, some courses designed specifically for majors, or for those with substantial prior preparation, may also be acceptable.

The following **general principles** apply to the General Education Group Requirements:

- Students who place out of a course or courses which satisfy one or more of the Group Requirements will be considered to have fulfilled those portions of the Group Requirements represented by such courses.
- For the purpose of satisfying these Group Requirements, students may elect no more than TWO courses from a single subject area as defined by the University system of Subject Area Codes. (Subject Area Codes are the letter-prefixes to course numbers.)
- Where specified, a Group Requirement may be satisfied by approved course sequences.

All students must fulfill the following Group Requirements by satisfactory completion of designated courses in each area; or, by an appropriate score on designated placement, national or departmental examinations.

#### General Guidelines Governing Courses that Satisfy Group Requirements

- Group Requirements should focus on the disciplinary categories specified and should not necessarily be viewed as department specific. It is not the intent that appropriate courses be offered only by a single department or college.
- Departments must provide examinations that will allow students to demonstrate mastery of and receive credit for Group Requirements courses. The Advanced Placement and CLEP examinations now used in a variety of subject matter areas should be widely available and special Departmental Examinations advertised fully.
- Courses must be three-credit or four-credit.
- In general, all Group Requirements in the proposed General Education Program should contain junior-senior level courses (3000-4000 level) which carry no prerequisites other than junior standing.
- Where specified (e.g., Africana Studies, Chicano-Boricua Studies, Honors Program), a Group Requirement may be satisfied by approved course sequences.
- Courses used to satisfy Competency Requirements may not be used to satisfy Group Requirements.

Specific Requirements and Guidelines Governing Courses that Satisfy Group Requirements

*Natural Science (PS, LS)*

The evolution of science in the last four centuries has profoundly influenced the development of thought throughout the world. The natural sciences, both directly and through their applications in technology, present society with problems as well as opportunities. By transforming cultural values and beliefs, the sciences have altered behavior and created new pathways to the future. Thus, university graduates should understand the nature and applications of scientific knowledge, the processes by means of which it is generated and tested, and its limitations and capabilities. They should be familiar with phenomena of the natural world and comprehend how theoretical explanations are provisionally accepted by the scientific community.

All students are required to complete successfully at least two courses (a minimum of three credits each) in the natural sciences (one in the physical sciences and one in the life sciences). To permit the individual student to experience the role of systematic observation in the promulgation of scientific knowledge, a minimum one-credit laboratory or interactive demonstrations or simulations must be associated with at least one of these courses

**Physical Sciences (PS):** Students must elect one course from the fields of astronomy, chemistry, geology, or physics. Students may choose to satisfy their Laboratory requirement using any of the courses below noted with an asterisk (\*). The following approved options are designed to explain physical laws and their effects on the natural world; emphasis is placed on mathematical predictability and the nature of scientific inquiry.

Courses noted with an asterisk (\*) can satisfy the laboratory requirement when elected for appropriate credits and/or with the appropriate laboratory.

**PHYSICAL SCIENCE OPTIONS:**

AST 2010; CHM 1000\*, 1020\*, 1220\*, 1225\*, 1410\*; GEL 1010\*; HON 4230; PHY 1020\*, 1040, 2130\*, 2170\*, 2175, 3100\*. (Students should consult College/School listing for the specific requirement in their curriculum.)

**CRITERIA:**

Courses designated to satisfy the requirements in Physical Science must:

- Provide insight into the nature of scientific inquiry by describing the manner in which the scientific method is utilized to gather information, test hypotheses, and evaluate theories; by illustrating how the natural sciences draw information from one another; and by explaining how hypotheses are developed, tested, rejected, or provisionally accepted in the physical sciences.
- Examine the process by means of which knowledge is accumulated and accepted within the scientific community and address some of the limitations which underlie this process. The methodology employed in developing current scientific knowledge, including an examination of its strengths and weaknesses, should be examined.

- State explicitly the level of mathematical skill required for those courses that require such skill.
- Include mathematical predictability or modeling as used in the domain of the physical science covered in the course.

**Life Sciences (LS):** Students must elect one course from the fields of biology, behavioral psychology, physical anthropology, nutrition and food science, or combinations of no more than two of these areas. The following approved options are designed to explain the mechanisms which govern the behavior and functioning of living organisms; emphasis is placed on factors which control these mechanisms and the nature of scientific inquiry.

Courses noted with an asterisk (\*) can satisfy the laboratory requirement when elected for appropriate credits and/or with the appropriate laboratory.

**LIFE SCIENCE OPTIONS:**

ANT 2110; BIO 1030, 1050\*, 1510\*, 2200\*; HON 4220; NFS 2030\*; PSY 1010\*, 1020. (Students should consult College/ School listing for the specific requirement in their curriculum.)

**CRITERIA:**

Courses designated to satisfy the requirements in Life Science must:

- Provide insight into the nature of scientific inquiry by describing the manner in which the scientific method is utilized to gather information, test hypotheses, and evaluate theories; by illustrating how the natural sciences draw information from one another; and by explaining how hypotheses are developed, tested, rejected, or provisionally accepted in the life sciences.
- Examine the process by means of which knowledge is accumulated and accepted within the scientific community and address some of the limitations which underlie this process. The methodology employed in developing current scientific knowledge, including an examination of its strengths and weaknesses, should be examined.
- State explicitly the level of mathematical skill required for those courses that require such skill.
- Address such phenomena as the evolution, functioning and behavior of humans and other living organisms. The course should cover the methodology by which current knowledge in the life sciences has been developed, including the strengths and limitations of our understanding of these areas.

**Laboratory (LB):** A laboratory or interactive demonstration/simulation experience must be associated with one of the courses selected for the Physical Science (PS) or Life Science (LS) requirement. The laboratory component must be a minimum of one credit. Courses approved for the General Education Laboratory Requirement are noted above with an asterisk (\*). For such courses, please note credit hour requirement or co-requisite laboratory course, where applicable. Co-requisite courses satisfy the laboratory requirement when taken concurrently with the didactic or theory course. Laboratory co-requisite courses include AST 2010/AST 2111, CHM 1220/CHM 1230, CHM 1225/CHM 1230, PHY 2130/PHY 2131, PHY 2170/PHY 2171, NFS 2030/NFS 2220.

No free-standing laboratories have been approved for the General Education Requirements. The intent of the requirement is that students should take the lecture and laboratory components simultaneously. Students who have taken science courses without laboratory still will need to take a course that offers lecture and laboratory simultaneously (or a laboratory co-requisites). If the student satisfies Natural Science both areas - Life Science and Physical Science - by examination (AP, CLEP or Credit by Examination) the Natural Science Laboratory Requirement should be considered fulfilled. However, if the student satisfies only one of the Natural Science Requirement by Examination, an approved course with a lab still must be taken by the student.

CRITERIA:

Courses designated to satisfy the laboratory requirement for natural science (physical or life science) must:

- Involve laboratory or demonstration/simulation experience of the same magnitude as traditional laboratories.
- Present systematically the scientific phenomena under study and illustrate epistemological and methodological principles appropriate to the physical or life sciences.
- Carry a minimum of one credit hour.

*Humanities (VP, PL)*

Meaningful exposure to the humanistic disciplines produces more well-rounded and humane citizens, individuals capable of broadening their view of human experience. It also provides an indispensable creative perspective on the teachings of other disciplines. The General Education Group Requirements in the humanities afford students an opportunity to examine a range of humanistic statements and to consider some of the ways in which they are meaningful. Analyzing works drawn from across the humanities (arts, philosophy, and letters), considering the varied contexts to which they belong and within which they are properly understood, and evaluating a range of interpretations, leads to an appreciation of how imagination and intellect, working in tandem, provide insight into the nature of human experience.

To meet the humanities requirement objectives, all undergraduate students at Wayne State are required to complete successfully at least one course in the visual and performing arts, and one course in philosophy and letters as defined below (a minimum of three credits each).

**Visual and Performing Arts (VP):** Students must complete one course in the appreciation or history of art, music, film, dance, theatre, or appropriate combinations of these media. The following approved options are designed to enhance understanding and pleasure; emphasis is placed on developing the fundamental skills of analysis, interpretation, and evaluation and applying them to primary materials in the visual and performing arts.

**VISUAL AND PERFORMING ARTS OPTIONS:**

A H 1000, 1110, 1120; COM 2010, 2020; DNC 2000, 2310; ENG 2450, 2460; HON 4240; MUH 1340, 1350, 1370; SLA 3710; THR 1010, 1030. Studio and applied arts courses that fulfill the criteria for Visual and Performing Arts may be found on the University Bulletin site at <http://www.bulletins.wayne.edu>. (Students should consult College/School listing for the specific requirement in their curriculum.)

**CRITERIA:**

Courses designed to satisfy the requirements in Visual and Performing Arts may be topically or historically organized but must:

- Be broad-based in coverage, coherent in design, and introduce significant epistemological questions - questions dealing with fundamental problems and methods.
- Help to develop the fundamental skills of analysis (describing the structures and conventions of humanistic productions), interpretation/criticism (exploring how artistic and philosophical texts and the artifacts of a culture are meaningful), and evaluation/appreciation (assessing the value to individual and society of various humanistic disciplines, categories, media, genres and styles.)
- Be systematic, rigorous, and reflective in nature.
- Incorporate appropriate written assignments.
- Develop, to some degree of sophistication, those skills needed to describe, clearly and precisely, what is seen, heard, or read.
- Study, seriously and rigorously, how the visual and performing arts help shape aesthetic sensibilities, moral visions, and historical perspectives.
- Develop an understanding of the cultural significance of the visual and performing arts.
- Demonstrate how a given expressive medium (art form) relates to others included in this requirement.

**Philosophy and Letters (PL):** Students must complete one course in philosophy, literature, linguistics, the history of rhetoric, or appropriate combinations of these subjects. The following approved options are designed to enhance understanding and pleasure; emphasis is placed on developing the fundamental skills of analysis, interpretation, and evaluation, and applying them to primary philosophical and literary materials.



**PHILOSOPHY AND LETTERS OPTIONS:**

CLA 1010, 2100, 2200; COM 2160; ENG 2200, 2500, 2720, 3110, 3120, 3140; FRE 2700; GER 2310, 2700, 2991; HON 2100, 4200; ITA 2700; LIN 2720; PHI 1010, 1020, 1030, 1040, 1100, 1120, 2100, 2110, 2320, 3500, 3550, 3700; P S 3510, 3520; RUS 2700, 3600, 3650; SLA 2310; SPA 2700. (Students should consult College/School listing for the specific requirement in their curriculum.)

**CRITERIA:**

Courses designed to satisfy the requirements in Philosophy and Letters may be topically or historically organized and must:

- Be broad-based in coverage, coherent in design, and introduce significant epistemological questions - questions dealing with fundamental problems and methods.
- Help to develop the fundamental skills of analysis (describing the structures and conventions of humanistic productions), interpretation/criticism (exploring how artistic and philosophical texts and the artifacts of a culture are meaningful), and evaluation/appreciation (assessing the value to individual and society of various humanistic disciplines, categories, media, genres and styles.)
- Be systematic, rigorous, and reflective in nature.
- Reveal the ways in which philosophical, literary, and linguistic systems give order and significance to human experience.
- Uncover the ways in which values are embodied in literature or are considered in philosophical inquiries and reflections.

*Society and Institutions (HS, AI, SS, FC)*

Understanding human society and institutions is a basic element of general education. To this end, students must develop a historical perspective, an appreciation for world cultures, and learn how the methods of social science are used to develop theoretical understanding of human society and institutions. Studying the social sciences assures that students are introduced to several bodies of knowledge which shed light on contemporary social problems and are develop understanding of methods appropriate to social science investigation (research). The findings of social scientists address such relevant issues as race relations, family structure, the organization of social institutions, politics, economic policy, and international relations. The courses which satisfy the requirements in social science introduce the methodology of modern, empirical social science.

To meet the Society and Institutions Requirement, all undergraduate students at Wayne State are required to complete successfully at least one course in historical studies, one course in American society and institutions, one course in basic social science, and one course in foreign culture as defined below (a minimum of three credits each).

**Historical Studies (HS):** Historical studies provide insight into the development of human institutions, their similarities and differences, and the means by which knowledge about the past is acquired. Such studies reveal how contemporary perspectives evolve from past events and enhance our understanding of the present.

To meet the historical studies requirement objectives, all undergraduate students at Wayne State are required to complete successfully at least one course (a minimum of three credits) in historical studies. The following approved options do not offer a comprehensive overview of history; rather, they are designed to introduce significant historical periods or themes in which comparative perspectives are emphasized and the methods of historical studies explained.

**HISTORICAL STUDIES OPTIONS:**

ANT 3200; HIS 1000, 1300, 1400, 1600, 1610, 1800, 1810, 1995; HON 4250; N E 2030, 2040.  
(Students should consult College/School listing for the specific requirement in their curriculum.)

**CRITERIA:**

Courses designed to satisfy the requirements in Historical Studies must:

- Ensure that students study a significant period or historical theme and are exposed to the purposes and methods of historical analysis. The requirement is not intended not to provide a comprehensive knowledge of all history. Focus should be placed on periods or issues that have significantly influenced later events and have relevance to contemporary world political, social and economic conditions.
- Be especially directed to periods of transition and change e.g., the Classical World, the Renaissance, the Spanish Invasion of the New World, and the History and Civilization of the Ancient Near East. Approved courses should present a balanced array which includes opportunities for the study of non-traditional approaches to historical materials.
- Allow students to develop a general understanding of the foundations upon which cultures and institutions rest.
- Focus on development or developments of major significance -- e.g., the origin of a civilization, a major point of transition, a civilization at its apogee, periods or issues that have substantially influenced later events and have relevance to contemporary political, social, and economic conditions, etc.
- Be chronologically (within a limited not a comprehensive time frame) or thematically organized, and concentrate on social, economic, political, and cultural (philosophical, religious, artistic) changes from a comparative perspective. Courses which focus solely on one culture or a single nation state will not satisfy this requirement.
- Acquaint students with the processes by means of which important change takes place.
- Emphasize primary sources and show how "facts" may be subject to varied interpretations.

- Provide an introduction to the principles and methodology of historical investigation as employed in humanistic or social science research -- i.e. how "historical truths" relate to supporting evidence.

**American Society and Institutions (AI):** Students must elect one course in this area. The following approved options are designed to promote civic literacy by studying American society from the perspective of pluralism; emphasis is placed on the organization of political bodies and the manner in which they function.

AMERICAN SOCIETY AND INSTITUTIONS OPTIONS:

HIS 1050; HON 2000; P S 1010, 1030.

CRITERIA:

Courses designed to satisfy the requirement in American Society and Institutions must promote civic literacy by:

- Introducing the study of American society and institutions from the point of view of America as a pluralistic society.
- Emphasizing the organization of American political bodies and the ways in which they function.
- Providing a broad understanding of the United States and the way in which individuals and groups effect and are affected by policy and decision making.
- Providing basic knowledge of contemporary American social, political and/or economic institutions and processes -- including consideration of their evolution.
- Analyzing policy-making bodies and explaining how they function and interact.
- Assessing the role of public opinion in America.
- Evaluating and comparing American policy-making processes in a broad world-wide context.
- Focusing on the manner in which modern scientific methods illuminate the classic questions of American society.

**Social Science (SS):** Students must elect one course in basic social science. The following approved options provide an overview of social structures and illustrate the role of human beings in different institutional arrangements; emphasis is placed on the approaches and methods of modern social science: the significance of theories, models, data collection, analysis, and inference.

SOCIAL SCIENCE OPTIONS:

AFS 2210; ANT 2100; ECO 1000, 2010, 2020; GPH 1100, 2000, 3130, 3200; HIS 2000; HON 1000; P S 1000, 2000, 2240; SOC 2000, 2020, 2500, 3300, 3510, 4100; U S 2000; W S 3010. (Students should consult College/School listing for the specific requirement in their curriculum.)

CRITERIA:

Courses designed to satisfy this requirement must:

- Provide an overview of one social science discipline.
- Emphasize basic concepts in one of the social science disciplines.
- Introduce skills needed to analyze cultures and social institutions.
- Demonstrate how knowledge of social institutions enhances one's understanding of human behavior.
- Be broadly based and fundamental in nature. Topics considered should constitute a wide and representative range of materials appropriate to the discipline. Courses which provide in-depth analyses of a few topics ordinarily will not satisfy this requirement.
- Illustrate the logic and methodology of social inquiry by applying them to the complexity of human social institutions; show how the principles which permit a systematic and accurate analysis of such institutions are based upon theory, models, and data that further the understanding of social, economic and political institutions.
- Stress interrelationships among social institutions.

**Foreign Culture (FC):** A significant measure of a college education is the degree to which individual cultural assumptions can be placed in the context of a wider and more diversified world view. Such understanding leads to greater appreciation for the life style and artifacts of different peoples and a tolerance for opinions originating from disparate traditions by helping minimize narrow certainties and dispel provincial attitudes.

To meet these objectives, all undergraduate students at Wayne State are required to complete successfully at least one course (a minimum of three credits) in foreign culture elected from the following list of approved options:

**FOREIGN CULTURE OPTIONS:**

AFS 3250, 3610; ANT 3150, 3520, 3540, 3550; ARM 3410, 4750; CBS 2410, 2420; DNC 2400; ENG 2670; FRE 2710, 2720; GER 2710, 2720, 3410; GPH 2700; GRK 3710; HIS 2440, 2700; HON 4260; ITA 2710, 2720; JPN 4550, 4560; N E 2000, 3550; NUR 4800; POL 2710, 3410; P S 2700; RUS 2710, 3410; SLA 3410; UKR 3410; or completion of any foreign language sequence through courses numbered 2010 or 2110. (Students should consult College/School listing for the specific requirement in their curriculum.)

CRITERIA:

Courses designated to satisfy the requirement in Foreign Culture must offer opportunities to study non-Western industrial and non-industrial cultures as well as Western cultures. Courses may be

offered by disciplines in the social science, history, humanities, or they may be interdisciplinary. All such courses must:

- Promote understanding and appreciation of cultural differences in human behavior, thought, and values.
- Provide in-depth knowledge of one or more other culture(s) through a study of its (their) humanities, history, or socio-cultural institutions.
- Illustrate, from a comparative perspective, the ways in which other cultures are similar to or different from our own.
- Include substantive information on theory and methods used in analyzing the features of the culture or cultures under study.

### **Exposure Areas**

Exposure areas provide students with broad-based understanding of topical areas of societal importance that a college educated individual should have. No more than TWO courses may be elected from a single subject area as defined by the University system of Subject Area Codes. (Subject Area Codes are the letter-prefixes to course numbers.) Prior to graduation, one course in each of the following exposure areas is required.

**Cultural Diversity (CD):** An important aspect of a college education is to develop and promote awareness and appreciation of diversity of the human experience as they relate to contemporary American society. Courses providing this exposure examine the cultural, social, aesthetic, historical, or scientific contributions of diverse groups and their impact on contemporary culture. To meet this objective, all undergraduate students at Wayne State University are required to successfully complete a course from a list of approved options which may be found on the University Bulletin site at <http://www.bulletins.wayne.edu>.

**Objectives:** Wayne State students should develop an awareness of cultures in contact, as well as an awareness of their own cultural traditions (as members of groups identified by national origins, races, ethnicities, religions, sexual orientations, ages, genders, physical and mental abilities, social classes, or other minority groups). They should be capable of comparing and contrasting the range of diversity and universality of cultures, and also be able to analyze the interconnectedness of global and local concerns. They should recognize the implications of cultural differences related to contemporary American society and be intellectually equipped to deal with them.

### **CRITERIA:**

A course offering exposure in Cultural Diversity satisfies the overall objectives listed above and meets at least one of the following conditions:

- Undertakes a substantive exploration of the cultural, social, aesthetic, historical, or scientific contributions of particular cultural groups relative to other cultural traditions or bodies of knowledge.

- Examines in-depth the interaction between and among cultural groups, studies issues of diversity and discrimination, or explores questions of culturally-based perceptions, attitudes, and stereotypes.
- Carries out a substantive investigation of approaches for understanding cultural commonalities and differences or introduces techniques for constructive negotiation of cultural differences.

**Ethical Issues in Society (EI):** As part of the undergraduate educational experience at Wayne State University, all undergraduate students should acquire the skills to identify ethical issues in various situations. Courses providing this exposure will explore ethical and moral questions in various venues and contexts. Students must complete one Ethical Issues in Society (EI) exposure course of at least three credits.

**Objectives:** Students should be able to articulate ethical questions, to evaluate different courses of action, and to reflect on the ethical implications of these actions on human behavior and on society.

**Ethical Issues in Society Options:**

COM 5030; GCT 2452; MS 3300; NUR 2000; PHI 1100, 1110, 2320, 2330, 5280, 5300; PPR 6180; PS 2420

**CRITERIA:**

A course offering exposure in Ethical Issues (EI) meets at least one of the following conditions:

- Undertakes a substantive exploration of ethical and moral questions in novels, literature, drama, and other cultural forms.
- Examines in-depth the ethical and moral issues within religious, political, organizational, scientific, technological, medical, business, or other social and professional contexts.
- Carries out a substantive investigation of the philosophical questions of right and wrong, good and evil, moral absolutism and moral relativism, and the obligation to act morally or ethically.

**Science, Technology, and Society (ST):** The needs of society have often shaped and directed the development of scientific and technological advances, resulting in profound changes in our daily lives and in the foundation of society. These courses will assist students in understanding the interplay that occurs among social, scientific, and technological advances and in becoming aware of the contemporary issues surrounding the development and application of science and technology. Students will develop an understanding of how society has influenced the direction of scientific discovery and how scientific advances have altered the development and structure of society. Students must complete one Science, Technology, and Society (ST) exposure course of at least three credits.

**Objectives:** Students will gain the skills that will allow them to understand, evaluate, and analyze critically the scientific and technical advances that have had an impact on societies past and present.

They will also understand the mutual relationship between societal needs and scientific and technological developments, developments that include but are not limited to: labor and economic history, history of technology, the impact of science and technology on the arts, the environment, and professional and everyday life.

**Science, Technology, and Society Options:**

BIO 1030; BME 6500; CE 4995, 5420; CHE 4800; CHM 1000; COM 5010, 5510, 6270; ECE 4600, 6100; ECO 5210; H E 2010; HIS 1995, 2510, 3300, 3400; IE 4880; KIN 2010; ME 4500; NFS 2030; OT 6620; PCS 2020; PHI 3600, 5230; PHY 1040, 1070, 2020; PS 2440; SOC 6080

CRITERIA: A course offering exposure in Science, Technology, and Society (ST) meets at least one of the following conditions:

- Examines in-depth how scientific or technological advances impact the cultural, political, economic, artistic, professional, organizational, or ecological aspects of society.
- Undertakes a substantive exploration how historical, social, economic, or cultural factors influence scientific inquiry or technological advances.

## **UNIVERSITY GENERAL EDUCATION OVERSIGHT COMMITTEE OPERATING GUIDELINES AND DEFINITIONS**

The following operating guidelines and definitions have been developed by the General Education Oversight Committee as it has proceeded with its charge. This is a "working document", it will continue to evolve as the Committee pursues its tasks.

### **General Education Course Prefixes**

Parenthetical two-letter prefixes denote content areas of subjects and identify courses approved for satisfying competency, group and exposure area requirements in the University's General Education Program. The following prefixes, listed and defined in alphabetical order, precede course titles of approved General Education Courses.

AI - American Society and Institutions

LS - Life Sciences

BC - Basic Composition

MC - Mathematics Competency

CL - Computer Literacy

OC - Oral Communication Competency

CD- Cultural Diversity

PL - Philosophy and Letters

CT - Critical and Analytic Thinking

PS - Physical Sciences

EI – Ethical Issues in Society Exposure

SS - Social Science

FC - Foreign Culture

ST - Science, Technology, and Society

HS - Historical Studies

VP - Visual and Performing Arts

IC - Intermediate Composition

WI - Writing Intensive

LB - Laboratory Requirement

### **Course Numbers**

Courses numbered 5000 or above are not eligible for designation as General Education courses. Course numbers should be appropriate to the content. Introductory level courses having no prerequisites and drawing unselected populations of mostly lower-division students should be numbered at the 1000-2000 level. Courses that carry graduate credit are not eligible for designation as General Education courses.

### **Upper Division Options**

A limited number of upper division options will be identified for each group requirement. Such courses, sophisticated in approach but not intended as advanced courses for majors, shall carry no prerequisites other than junior standing and shall be numbered at the 3000-4000 level.



### **Prerequisites**

In general, courses designated for General Education should not have prerequisites. In those instances where prerequisites are included, the following guidelines will prevail:

- The prerequisite(s) course(s) should not be on the list of designated General Education courses.
- The prerequisite course(s) normally should not be in the same department.

### **Course Availability**

Except for special programs, any course designated for General Education is available for election by all students. Colleges/departments/programs may specify particular General Education courses for their majors. General Education courses must be taught a minimum of once each academic year.

### **Cross-listed Courses**

Cross-listed courses may count toward only one requirement.

### **Laboratory Component of Natural Science Requirement**

Departments that wish to offer courses to satisfy the Natural Science Requirement must offer at least one laboratory course.

### **Credit Hours**

Although some non-laboratory 4-credit courses will be approved, in general, designated General Education courses shall be 3 credits. Three credit course options must be available under each group requirement.

### **Topics Courses**

Normally, courses with topics or content that vary each term will not be approved for General Education designation.

### **Consistency from Section to Section of a Course**

Departments have responsibility for insuring the integrity of General Education courses offered in their unit. Departments must verify that the basic syllabus for a course will address the criteria and guidelines for the General Education requirement in every section of the course offered. It is especially important that multiple section courses be coordinated so as to ensure such consistency.

### **Pass/No Pass Grading**

Credits taken for P-N (Pass/No Pass or Credit/No Credit) may be used to satisfy competency requirements; however, no course taken on this basis may be used to fulfill specific group or exposure area requirements. Courses used to fulfill group and exposure area requirements must be taken for a letter grade.

### **Writing Intensive Requirement/Transfer Coursework**

Transfer coursework cannot be used for satisfaction of the Writing Intensive requirement. The Writing Intensive requirement must be satisfied at Wayne State University under the supervision of the faculty in the student's major field of study. In most instances, students can complete the writing intensive requirement through the XXX 5993 series which carries no credit and thus does not involve additional tuition. In those departments which have incorporated their writing intensive component into a specific content course, departments must make accommodations to assist the student in meeting the requirement if the student has previously taken the content course. For example, departments may need a XXX 5993



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course option for such students or may arrange a writing intensive directed study in conjunction with any other upper division course in the major.

**Syllabus Policy**

Syllabi of designated general education courses should be retained for three years. Course syllabi of designated general education courses also must include the following elements: A statement that identifies the course as part of the Undergraduate General Education Program and a description of the requirement the course will satisfy.