



General Education Program Focus Area Learning Outcomes

This material provides background, developed by the GERC and GEOC, on the foundational competencies and inquiry areas, and includes courses currently in the curriculum or proposed that might satisfy those requirements, subject to GEOC's review.

1. Foundational Competencies

These courses are designed to provide students with the fundamental skills that are the basis for success in college and in their future careers.

Foundation courses have the following goals:

- Foster the essential communication, composition, and quantitative literacy skills necessary for students' success in higher education and their current and future careers.
- Cultivate students' development of skills for lifelong learning, including an awareness and appreciation of their own learning processes and the ability to tailor research and communication to specific tasks and communities.
- Develop students' abilities to read, understand, and evaluate discourse in academic, professional, and public environments.
- 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

These requirements are broken down into Written & Oral Communication Skills and Quantitative Reasoning

Written and Oral Communication

Written and Oral Communication includes requirements in Basic Composition, Intermediate Composition 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.

a) **Basic Composition**

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.
- Learn flexible research methods in order to effectively identify, select, evaluate, and apply secondary research that is appropriate to the scope and topic of a persuasive argument.
- Develop critical literacy strategies to effectively and responsibly quote, paraphrase, summarize, and synthesize secondary research sources in order to compose persuasive arguments.
- 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
- 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.
- 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.
- Use reflection and reflective writing to develop metacognition on the writing and research processes to plan, monitor, and evaluate one's own learning and writing.

Example Courses

ENG 1020 Introductory College Writing.

ENG 1050 Freshman Honors: Introductory College Writing.

b) **Intermediate Composition**

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate their ability to:



- 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.
- Synthesize primary and secondary research in order to develop ideas and compose written arguments and/or analyses that respond to issues in a professional discourse community.
- Investigate, analyze, and compose texts for professional discourse communities as related to a concentration of study (i.e., a student's major).
- 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.
- 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.
- Develop an awareness of how written genre conventions are social, and how genre and professional discourse communities change and shape each other over time.
- Use reflective writing and metacognition as part of the planning, monitoring, and evaluation of one's research and writing processes.

Example Courses

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| AFS 2390 | Introduction to African-American Literature: Literature and Writing. |
| ENG 2100 | Introduction to Poetry: Literature and Writing. |
| ENG 2110 | Introduction to Drama: Literature and Writing. |
| ENG 2120 | Introduction to Fiction: Literature and Writing. |
| ENG 2210 | Great English Novels: Literature and Writing. |
| ENG 2310 | Major American Books: Literature and Writing |
| ENG 2420 | Literature and the Professions: Literature and Writing. |
| ENG 2560 | Children's Literature: Literature and Writing. |
| ENG 2570 | Literature By and About Women: Literature and Writing. |
| ENG 3010 | Intermediate Writing. |
| ENG 3020 | Writing and Community. |
| ENG 3050 | Technical Communication I: Reports. |

c) 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.

Learning Outcomes



After successful completion of this requirement, students will be able to demonstrate their ability to:

- Apply public speaking skills and concepts to speech presentations.
- Prepare and deliver four different types of well-organized, context-specific speeches.
- Create and present a well-designed presentational aid complementing a message in an informative speech.
- Employ persuasive strategies in a persuasive speech.
- Collaborate in a group in order to complete tasks for a group presentation.
- Incorporate credible research into an informative and persuasive speech.
- Critically reflect on the organization, content, and delivery of public speaking performances.
- Perform an audience analysis to create a speech that is appropriate for and respectful of a diverse audience.

Example Courses

COM 1010 Oral Communication: Basic Speech.

ENG 3050 Technical Communication II: Presentations.

d) Quantitative Experience

Individuals with competency in 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. This requirement is aimed at developing those skill in all of our students.

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate 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.

Example Courses

All courses that currently meet the suspended MC requirement, including but not limited to:

MAT 1000 Mathematics in Today's World

MAT 1050 Algebra with Trigonometry

STA 1020 Elementary Statistics



BA 2300 Quantitative Methods I: Probability & Statistical Inference

Other existing courses that would probably meet the new criteria, pending GEOC review:

IE 1560 Operations Research: Quantitative Decision Making

PHY 1020 Conceptual Physics

FIN 3050 Personal Financial Planning

2. 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 Inquiry requirements, 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.

There are three primary categories of Inquiry. These categories represent a consolidation of current Group (breadth) categories. They include Social Inquiry, Cultural Inquiry and Natural Scientific Inquiry. Civic Literacy Inquiry is an expanded form of the American Institutions requirement that now includes courses that go beyond a single view of government and how politics works in the US. In addition to these categories, there are three additional cross-inquiry categories: First Year Inquiry, Global Learning and Diversity, Equity and Inclusion. *Cross-Inquiry* courses are specially-designated courses that provide focus on themes that may cut across the primary Inquiry categories, therefore all cross-inquiry courses could be conceivably be found in a primary inquiry category. For example, one could imagine a course focused on Global Learning outcomes from the perspective of the social sciences and/or the arts and humanities.

a) Social Inquiry

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate their ability to:

- 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.



Example Courses

Drawn from current AI, HS, and SS

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| ANT 2100 | Introduction to Anthropology. |
| ECO 1000 | Survey of Economics. |
| ECO 2010 | Principles of Microeconomics. |
| ECO 2020 | Principles of Macroeconomics. |
| GPH 1100 | World Regional Patterns. |
| GPH 3130 | Introductory Urban Geography. |
| GPH 3200 | Europe. |
| GSW 2700 | Social Science Perspectives on Gender, Sexuality, and Women. |
| HIS 1050 | American Civilization Since World War II. |
| HON 1000 | The City. |
| LAS 3610 | Seminar in Latino/a Urban Problems. |
| P S 1000 | Introduction to Political Science. |
| P S 1010 | American Government. |
| P S 1030 | The American Governmental System. |
| P S 2240 | Introduction to Urban Politics and Policy. |
| SOC 2000 | Understanding Human Society. |
| SOC 2020 | Social Problems. |
| SOC 3300 | Social Inequality. |
| SOC 3510 | The Nature and Impact of Population on Society. |
| SOC 4100 | Social Psychology. |
| U S 2000 | Introduction to Urban Studies. |

b) Cultural Inquiry

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate their ability to:

- 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.

Example Courses

Drawn from ~50 current VP & PL courses

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| A H 1110 | Survey of Art History: Ancient through Medieval. |
| A H 1120 | Survey of Art History: Renaissance through Modern. |
| A H 1130 | Encounters with the Arts of Global Africa. |
| CLA 1010 | Classical Civilization. |
| CLA 2200 | Introduction to Greek Tragedy. |
| CLA 2300 | Ancient Comedy. |
| COM 2010 | Introduction to Film. |
| DNC 2000 | Introduction to World Dance. |
| DNC 2310 | History of Dance from 1800 to the Present. |

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| ENG 2200 | Shakespeare. |
| ENG 2430 | Electronic Literature. |
| ENG 2440 | Introduction to Visual Culture. |
| ENG 2510 | Popular Literature. |
| ENG 3110 | English Literature to 1700. |
| ENG 3120 | English Literature after 1700. |
| ENG 3130 | American Literature to 1865. |
| ENG 3140 | American Literature after 1865. |
| GER 2310 | Short Fiction from Central Europe and Russia. |
| GER 2991 | Understanding the Fairy Tale. |
| GSW 2500 | Humanities Perspectives on Gender, Sexuality, and Women. |
| LIN 2720 | Basic Concepts in Linguistics. |
| MUH 1340 | Music Appreciation: World Music. |
| MUH 1345 | Music Cultures. |
| N E 2060 | Hebrew/Israeli Film: Trends and Themes in Israeli Cinema. |
| P S 3510 | Law, Authority and Rebellion. |
| PHI 1010 | Introduction to Philosophy. |
| PHI 1100 | Contemporary Moral Issues. |
| PHI 1110 | Ethical Issues in Health Care. |
| PHI 1120 | Professional Ethics. |
| PHI 1130 | Environmental Ethics. |
| PHI 1200 | Life and Death. |
| POL 3750 | Polish and Yugoslavian Cinema. |
| RUS 3600 | Nineteenth Century Russian Literature. |
| RUS 3650 | Russian Literature Since 1900. |
| SLA 2310 | Short Fiction from Central Europe and Russia. |
| THR 1010 | Introduction to the Theatre. |

c) Natural Scientific Inquiry

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Describe the natural world using physical laws
- 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.

Example Courses

Drawn from about 30 current LS & PS. Note, laboratory sections will need to be developed for classes that don't currently teach scientific methods via experimentation.

ANT 2110 Introduction to Physical Anthropology.

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| AST 2010 | Descriptive Astronomy. |
| BIO 1030 | Biology Today. |
| BIO 1050 | An Introduction to Life. |
| BIO 1510 | Basic Life Mechanisms. |
| BIO 2200 | Introductory Microbiology. |
| CHM 1000 | Chemistry and Your World. |
| CHM 1020 | Survey of General Chemistry. |
| CHM 1220 | General Chemistry I. |
| CHM 1225 | General Chemistry I for Engineers. |
| CHM 1410 | Chemical Principles I: General/Organic Chemistry. |
| GEL 1010 | Geology: The Science of the Earth. |
| NFS 2030 | Nutrition and Health. |
| PHY 1020 | Conceptual Physics: The Basic Science. |
| PHY 1070 | Energy and the Environment. |
| PHY 2130 | General Physics. |
| PHY 2170 | University Physics for Scientists I. |
| PHY 2175 | University Physics for Engineers I. |
| PHY 3100 | The Sounds of Music. |
| PSY 1010 | Introductory Psychology. |
| PSY 1020 | Elements of Psychology. |

d) Global Learning

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Compare one's own position, core values, and biases to those in other national and global communities.
- 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.
- 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.

Example Courses

All intermediate-level (XXX 2010) foreign language courses
AFS 3250 Politics and Culture in Anglophone Caribbean.



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| AFS 3610 | Interdisciplinary Perspectives on Foreign Culture: The Africans. |
| ANT 3150 | Anthropology of Business. |
| ANT 3520 | Understanding Africa: Past, Present and Future. |
| ANT 3540 | Cultures and Societies of Latin America. |
| ASN 2150 | Chinese Philosophy. |
| FRE 2710 | Introduction to French Civilization I. |
| GER 2710 | Survey of Germanic Culture I. |
| GKM 3710 | Modern Greek Literature and Culture in English. |
| HIS 2440 | History of Mexico. |
| HON 4260 | Seminar in Foreign Culture. |
| ITA 2710 | Italian Culture and Civilization I. |
| ITA 2720 | Italian Culture and Civilization II. |
| JPN 4550 | Japanese Culture and Society I. |
| LAS 2410 | History of Mexico. |
| LAS 2420 | History of Puerto Rico and Cuba. |
| N E 2000 | Introduction to Islamic Civilization of the Near East. |
| N E 3225 | Modern Israeli Culture: A Pluralistic Perspective. |
| N E 3550 | Arab Society in Transition. |
| NUR 4800 | Transcultural Health Through the Life Cycle. |
| PHI 2150 | Chinese Philosophy. |
| POL 2710 | Survey of Polish Culture. |
| RUS 2710 | Introduction to Russian Culture. |

e) Diversity, Equity and Inclusion

Learning Outcomes

After successful completion of this requirement, students will be able to demonstrate their ability to:

- Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles.
- Recognize the relationship between contemporary diversity-related issues and U.S. history, institutions, practices, and policies.
- Examine the roots of individual cultural values and prejudices and how they influence behavior.
- Identify the ethical and moral issues present in complex domestic situations and articulate informed responses to ambiguity and disagreement.
- 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.

Example Courses

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| AAS 1010 | Introduction to African American Studies |
| AAS 2210 | Black Social and Political Thought |



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| AAS 2600 | Race and Racism in America |
| ANT 3530 | Native Americans |
| CRJ 3750 | Diversity in Criminal Justice |
| ENG 2390 | Introduction to African-American Literature: Literature and Writing |
| ENG 2570 | Literature By and About Women: Literature and Writing |
| GER 3410 | New Soil, Old Roots: The Immigrant Experience |
| GSW 2500 | Humanities Perspectives on Gender, Sexuality, and Women |
| GSW 2700 | Social Science Perspectives on Gender, Sexuality, and Women |
| HIS 3240 | Detroit Politics: Continuity and Change in City and Suburbs |
| HIS 3650 | History of Detroit |
| LAS 1420 | Introduction to Interdisciplinary Latino/a Studies Research |
| LAS 2100 | Chicano/a Literature and Culture |
| LAS 2110 | Puerto Rican Literature and Culture |
| PCS 2050 | The Study of Non-Violence |
| PHI 1100 | Contemporary Moral Issues |
| PHI 1110 | Ethical Issues in Health Care |
| SOC 2020 | Social Problems |
| SOC 3300 | Social Inequality |
| SOC 3350 | Religion and Social Activism |
| SW 1010 | Introduction to Social Work and Social Welfare |

f) Civic Literacy

Description

Civic literacy is a critical component of preparing students to contribute to local, national, and international communities. Inquiry into civic literacy entails asking questions about the relationship of the individual with the public sphere. This inquiry will provide students with foundational knowledge about the diversity of interests in American society over time, both domestic and abroad, especially those pertaining to race, ethnicity, and gender; the mechanisms by which individuals and groups have pursued their interests; and the role of institutions in addressing conflict. Students completing the course will apply the knowledge, concepts, and critical thinking skills from the course to make well-reasoned, informed, and ethical political decisions.

Learning Outcomes

- Exhibit knowledge of U.S. history, political institutions, and democratic principles;
- Define the meaning and significance of citizenship and national identity, past and present;
- Identify examples of effective forms of participation by individuals and groups;
- Explain the economic, historic, political, and social bases for conflict and cooperation between groups;
- Apply concepts from the course to critically evaluate differences related to race, ethnicity, and gender.



Example Courses

AAS 2210 Black Social and Political Thought
HIST 1050 American Civilization Since World War II
P S 1000 Introduction to Political Science.
P S 1010 American Government.
P S 1030 The American Governmental System.
PS 3080 Gender and Politics

3. Wayne Experience

The *Wayne Experience (WE)*, 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 with 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 range from time management to study and test taking skills and 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.

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.

Learning Outcomes

In this broad category, specific mix of learning outcomes may vary but should draw from the LEAP Essential Learning Outcomes, as adapted through our general education



reform process:

https://wayne.edu/engaginggened/documents/learning_outcomes.pdf

After successful completion of this requirement, students will be able to:

- Describe meaningful connections with Wayne State peers, faculty, staff, and resources.
- Describe the purpose of a liberal education.
- Describe the relationship between theory, research, and practice within the context of a diverse, inclusive academic community.
- Describe Wayne State's role in public service.
- Describe the university's effect on Detroit's culture and history.
- Map strategies for personal and academic success that incorporate student support services.

Example Courses

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| BA 1100 | Warrior Success |
| BE 1060 | Building a Foundation for College Success |
| FPC 1020 | Wayne Experience: Building a Foundation for College Success |
| FYS 1010 | Learning with the Brain in Mind |
| HON 1110 | Passport to Detroit |
| KHS 1010 | Wellness at Wayne |
| RSE 1010 | Building a Foundation for College Success |