

Western Essential Studies

HANDBOOK



**WESTERN
MICHIGAN**
UNIVERSITY

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WMU Essential Studies (hereafter, WES) is the university undergraduate general education program launched during the 2020 fall semester. The program aligns closely with the university mission, particularly with the “learner-centered” emphasis. Through this learner-centered approach, WES balances the learning of essential skills and contents prioritizing student-learning outcomes to prepare our students to succeed in an ever-changing 21st-century world. WES employs 16 essential learning outcomes dispersed across three levels (Foundations, Exploration and Discovery, and Connections) emphasizing intentionality and connections within and between levels. The program functions as a unifying fabric of the undergraduate educational offerings and degrees providing meaningful curricular pathways for students and scaffolds intellectual and practical skills across disciplines and curricula. Student learning outcomes are assessed using well-founded assessment methods that enable students to show their knowledge and abilities and allow for continuous program improvement.

The WES program articulates the learning outcomes that can be traced across the curriculum. The WES program enables students to:

- expand their understanding of human cultures and the physical/natural world,
- enhance intellectual and practical skills,
- exercise personal and social responsibility, and
- exhibit integrative and applied learning.

WMU General Education History

Prior to the launch of WMU Essential Studies in 2020, WMU’s general education program had been in place for nearly 30 years, featured over 400 courses, arrayed across eight distribution areas, four proficiencies and seven sub-proficiencies. The program required the students to develop proficiency in mathematics or quantitative reasoning as well as writing. Students also enhanced one of the proficiencies or developed another foundational skill. Students also took one course from each of the eight comprehensive distribution content areas of fine arts, humanities, the United States: cultures and issues, other cultures and civilizations, social and behavioral sciences, natural sciences with laboratory, natural science and technology: applications and implications, and health and well-being.

Building WMU Essential Studies

In 2010, the Higher Learning Commission found that our general education program was largely, if not in places completely, unassessed. An Ad Hoc General Education Committee was formed and, between 2011 and 2016, extensive research resulted in a thorough self-study report including recommendations on what a revised general education program at WMU should include. This Ad Hoc General Education Committee included representatives from across the university community: board appointed and part-time faculty, students, advisors, administrators (chairs and associate deans), and representatives from the Office for Sustainability, Student Affairs, University Relations, the Office of Faculty Development, and First-Year Experience. The committee used a variety of strategies to gather information: feedback and input from members of the university including a campus wide survey of stakeholders, student focus groups, brown bag discussions, and research into best practices including the L.E.A.P., an initiative of

the Association of American Colleges and Universities, and the examination of models of general education reform from other universities. Additionally, a two-day on-campus residency featuring a nationally known expert on general education reform was held. This extensive multi-year review resulted in a [2016 self-study report](#) that included five specific recommendations.

1. Endorse a learner-centered approach to general education that balances learning of essential skills and content, prepares our students to succeed in an ever-changing 21st-century world, and aligns as closely as possible with WMU's vision, mission, and Strategic Plan.
2. Adopt a university-wide set of essential learning outcomes that can be traced across the curriculum.
3. Adopt a curriculum structure that supports essential learning outcomes and simplifies and refines the menu-driven structure of the existing general education curriculum. The new structure should merge proficiencies with content knowledge by scaffolding intellectual and practical skills across disciplines and curricula:
 - a. Build foundations;
 - b. Integrate and apply them through additional content courses - some of which will address "big questions" and real-world problems;
 - c. Use these learning outcomes as a means to enhance and support students' successful work in their chosen major(s) and/or minor(s), culminating with a capstone.
 - d. Make appropriate connections with relevant programs such as the First-Year Experience, Broncos First, and the WMU Signature initiative.
4. Ensure the ongoing assessment of essential learning outcomes across the undergraduate curriculum for the benefit of our students, and to remedy concerns raised by the Higher Learning Commission.
5. Appoint a "Design Team" with a minimum of two charges: a) to create alternative models of a revised general education curriculum based on the recommendations outlined in the related MOA; and b) engage the university community in the naming of the new general education curriculum.

Following the recommendations above, the Faculty Senate appointed an Ad Hoc General Education Design Committee (2016-2017), charged with creating an alternative model of general education curriculum. The Committee's first charge included engaging the university community in the name of the revised general education curriculum and resulted in [MOA-17/01](#) naming the program WMU Essential Studies. Following the name change the committee recommended the revision of the WMU General Education Policy to WMU Essential Studies Policy ([MOA 17/05](#)). In 2017, the Faculty Senate appointed an Ad Hoc General Education Logistics Committee (2017-2018). This committee facilitated [MOA 18/01](#) WMU Essential Studies Learning Outcome Amendments, [MOA 18/02](#) WMU Essential Studies Course Approval Guidelines, and [MOA 18/03](#) WMU Essential Studies Student Requirements. In May 2018, the logistics committee was disbanded, and the new WES structure was enacted and includes a permanent WMU Essential Studies Executive Advisory Committee. All MOAs associated with WMU Essential Studies can be found in Appendix A. The charge of the WES Executive Advisory Committee is to oversee the implementation, assessment, and revision of the WES curriculum. Figure 1 displays how the

WES Executive Advisory Committee, the WES Director, and the WES Course Review and Approval Committee fits into the overall University structure.

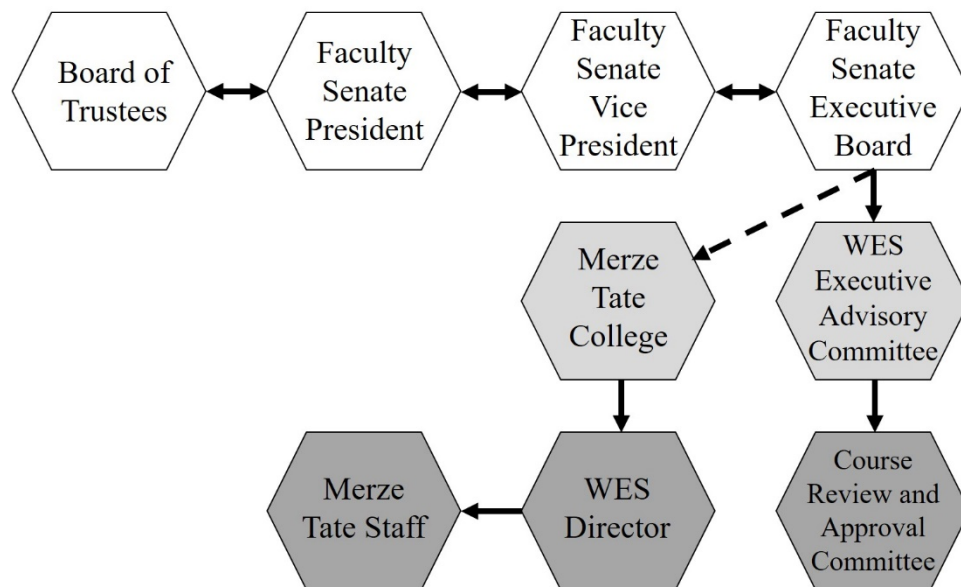


Figure 1. WMU Essential Studies Committee Structure

During the summer of 2018 procedures were developed by the WES Executive Advisory Committee on how to build the new curriculum including: a course review and approval process, course submission including a specific assessment plan of the student learning outcomes, and a professional development series, *Navigating WMU Essential Studies*, on how to educate the university community about the new program. Course submissions for the new program were accepted during the fall 2018 semester with an initial course review and approval during the spring 2019 semester. Additionally, a full-time WES Director was hired in the 2019 fall semester. An initial curriculum review of the entire program took place in May 2019 and included a thorough Strengths, Weaknesses, Opportunities, and Threats (SWOT) evaluation. From June 2019 through January 2020 the WMU Essential Studies curriculum was finalized.

The WMU Essential Studies Model and Student Learning Outcomes

WES targets essential skills, identified as learning outcomes by integrating and applying them in content courses. All student-learning outcomes are assessable. The program encompasses all of the areas taught in WMU's existing general education program and adds new skills and content areas including diversity and inclusion, global awareness, critical thinking, sustainability and "real-world problems" or "big questions" chosen by faculty. The program includes three levels and 12 categories (Figure 2). Students take one course in each category.

1. Level I - Foundations builds foundations essential for students' success in their majors and minors and in their careers and lives after they leave WMU. These essential skills are proficiency in writing, oral and digital communication, quantitative literacy, and critical thinking. Foundations courses are to be taken at the beginning of the student's course of study. All Foundations courses include instruction in information literacy.

2. Level II-Exploration and Discovery fosters students' intellectual growth and personal responsibility. The best-case scenario is that these courses are taken after the foundational courses. The essential skills are proficiency in personal wellness, world languages and cultures, science and technology, scientific literacy with lab, artistic theory and practice, and societies and culture.
3. Level III-Connections includes two categories: local and national perspectives and global perspectives. The third level courses are the culmination of the program. The courses in this category widen the lens of students' perspectives to engage them in local, national and global issues, both historical and contemporary. At the same time, each course in the category repeats either the writing or oral and digital communications student-learning outcome from Level 1.

Connections

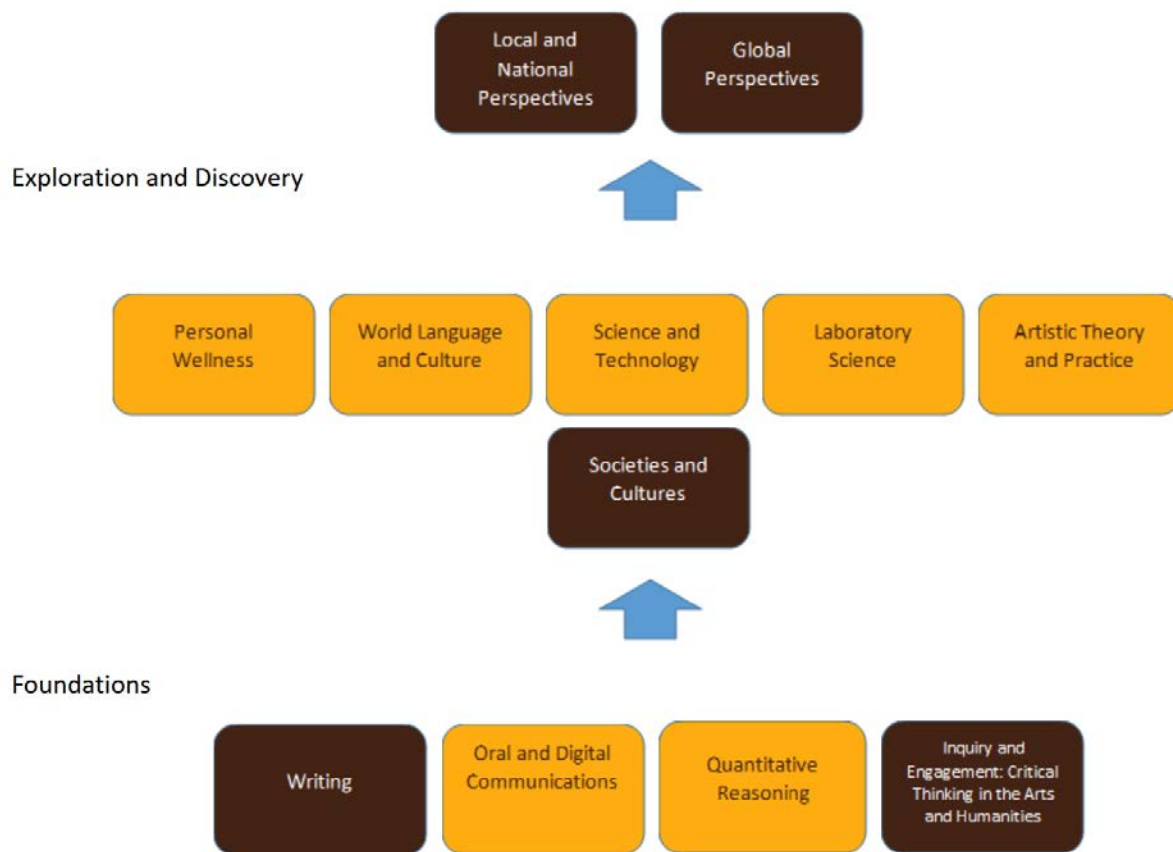


Figure 2. WMU Essential Studies Structure

The program is designed to advance and enhance students' knowledge and practices of sustainability or diversity and inclusion student-learning outcome. Students are required to take one course at either Level II or Level III that covers outcomes in each of these two areas.

The WES program website (<https://wmich.edu/essentialstudies>) explains the program, identifies the courses offered within the program including when they are offered, and features a section entitled, *Making WMU Essential Studies work for you*. This section has multiple student case

studies highlighting how students can build an Essential Studies program that complements their major and/or minor.

WES includes the assessment of [17 student-learning outcomes \(SLOs\)](#). At Level 1, each category has two required SLOs, Level 2 includes each category having one required SLO and then an option to choose an additional SLO from Level 1 or either the Sustainability or Diversity and Inclusion SLO. Level 3 includes three SLOs; one mandated, a choice from a Level 2 SLO including the Sustainability or Diversity and Inclusion SLO, and either a writing or oral and digital communication SLO from Level 1.

Rubrics to assess SLOs were developed by faculty during the 2017 fall semester. All faculty on campus were invited to attend two rubric-building workshops and over 50 faculty participated. These rubrics are pre-loaded into the electronic instructional platform for all approved WMU Essential Studies Courses each time a course is offered. Rubric codes can be found in Appendix B. Instructors complete these rubrics according to the assessment plan that was submitted during the course approval process. Assistance with completing these rubrics in Elearning can be found [here](#). After each semester, rubric data analytics are used to evaluate how well students met SLOs within each category. The WES Director facilitates the data analytic review.

To assist with the transition, from general education to WES, a guide was developed to show where courses in the general education curriculum fit into the new WES structure (Appendix C). All courses that have been approved for WES can be found in Appendix D.

The WMU Essential Studies Curriculum Process

The curriculum process for a new WMU Essential Studies course is very similar to the process for a non-WES course, with the exception that a new WES course must also be approved by the WMU Essential Studies Course Review and Approval Committee, the WMU Essential Studies Executive Advisory Committee and the WMU Essential Studies Director. Figure 3 illustrates the progression of a new WMU Essential Studies course through the curriculum process. Appendix E contains a sample syllabus for a WMU Essential Studies Course and Appendix F contains examples of SLO course assessments. Appendix G contains a WES guide that outlines departmental administrative and faculty responsibilities.

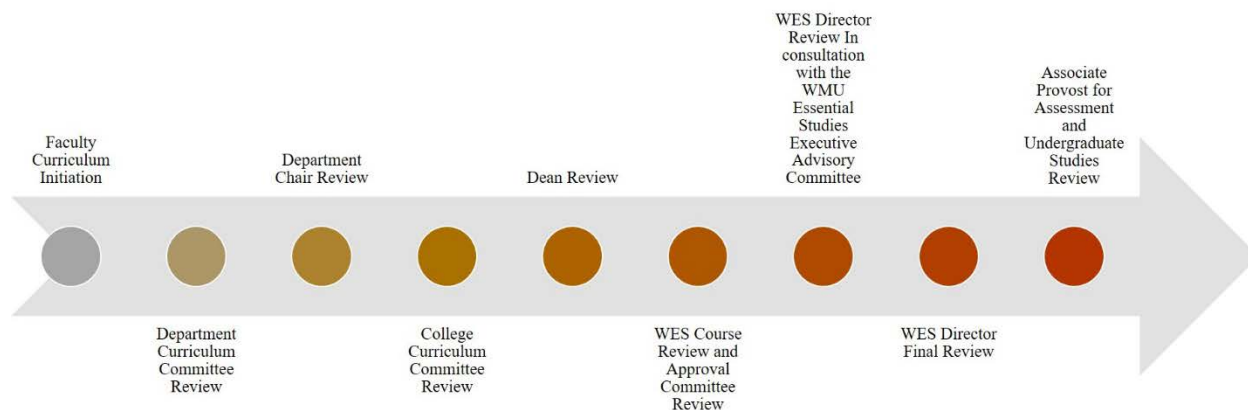


Figure 3. WMU Essential Studies Curriculum Process.

The WMU Essential Studies-Assessment Processes-A Continuous Improvement Model

A key feature of the WMU Essential Studies Program is assessment, which is monitored through a continuous improvement model and features a three-prong approach.

1. **WMU Essential Studies Administrative Review:** This process ensures that courses within the program are being offered at least one time per year and that course data on the student learning outcomes are being collected. This is a progress-monitoring component of the program outlined in [MOA 18/02](#) (2018). This ongoing review is led by the WMU Essential Studies Director.
2. **WMU Essential Studies Cyclical Course Review:** This process provides insight into execution of the WMU Essential Studies Program with specific focus on ensuring *courses*: 1) meet the intent of the category they have selected; 2) have syllabi that clearly indicate and communicate the nature of the course as it relates to WMU Essential Studies and; 3) that the course has an effective assessment plan. The review process is illustrated in Appendix H and forms used by the Course Review and Approval Committee is in Appendix I.

This is NOT a curricular review, but rather a process focused on the continuous improvement of the WES program through the course lens. The WMU Essential Studies Course Review and Approval Committee completes the cyclic review process by providing feedback to instructors and providing summary findings of overall course compliance and quality to the WMU Essential Studies Executive Advisory Committee. The committee will capture best practices and lessons learned at the course level through this process. Instructors will be provided feedback from the Course Review and Assessment Committee Chair and the review for that course will then be considered complete. All information collected for this process will be collected through the electronic curriculum management system. For detailed information on this process, please review the [WMU Cyclical Course Review Procedures/Process](#).

Table 1. WES Essential Studies Cyclical Course Review Cycle.

Y1 (2021-22)	Y2 (22-23)	Y3 (23-24)	Y4 (24-25) Program Review
Writing	Local/National	Global Perspectives	Program review team will include a subcommittee: members of Executive Advisory, CRAC, UG Studies Council
Societies and Culture	Science/Tech with lab	Artistic Theory & Practice	
World Languages/Cultures	Science/Tech	Personal Wellness	
Oral/Digital	Inquiry/Engagement	Quantitative Reasoning	

3. **WMU Essential Studies Annual Data Spotlight Day:** This event occurs during the fall semester and the intent is to review the aggregated student learning outcomes data collected by category and the SLO rubric. Everyone who teaches within the WMU Essential Studies program as well as others within the university community are invited to participate and share lessons learned. The WMU Essential Studies Executive Advisory Committee and the WMU Essential Studies Director will lead this process.

WMU Essential Studies Glossary of Terms

WMU Essential Studies	The revised Western Michigan University general education curriculum.
Course Categories	Topical organization of courses within each level of the WMU Essential Studies curriculum. These replace the prior general education program's Areas and Proficiencies. Twelve course categories comprise the curriculum: <i>Writing, Oral and Digital Communications, Quantitative Literacy, Inquiry and Engagement: Critical Thinking in the Arts and Humanities; Personal Wellness, World Language and Culture, Science and Technology, Scientific Literacy with Lab, Artistic Theory and Practice, Societies and Cultures, Local and National Perspectives, and Global Perspective.</i>
Student Learning Outcomes	Statements specifying what students will know, be able to do or demonstrate, after completing a course. In the WMU Essential Studies curriculum, these will be assessed during each course.
Levels	Groups of course categories to facilitate student progress across the WMU Essential Studies curriculum. Three levels comprise the curriculum: <i>Foundations, Exploration and Discovery, and Connections.</i>
Foundations	The first group of course categories in the WMU Essential Studies curriculum. The knowledge and skills addressed in these courses serve as the baseline for beginning students and should facilitate students' progress across the curriculum.
Exploration and Discovery	The middle group of course categories in the WMU Essential Studies curriculum. The competencies developed in <i>Level I-Foundations</i> courses should have provided student experiences to develop the knowledge and skills at this level to facilitate master of <i>Level III-Connections</i> content.
Connections	The final group of course categories in the WMU Essential Studies curriculum. These courses are intended to fortify the knowledge and skills developed in the first two levels as well as expose students to concepts of global and international perspectives.

Appendix A - WMU Essential Studies MOAs

Appendix B - WMU Essential Studies Rubric Codes

CCL	Develop creative and critical thinking
DIL	Develop sensitivity to diversity and inclusion.
ECL	Apply ethical, critical, and informed thought within and across disciplines
GAL	Develop global awareness and international perspectives.
IFKL	Increase foundational knowledge of the sciences, social sciences, humanities, or the arts.
IIL	Apply different methods of intellectual inquiry, investigation, and discovery.
ILL	Demonstrate and apply information literacy
LCL	Demonstrate familiarity with a language other than English and/or the culture associated with it.
ORL	Demonstrate effective and appropriate oral and digital communication abilities
PSL	Develop practices for planetary sustainability.
PWL	Develop understanding and practices for personal wellness
QLL	Analyze and interpret quantitative information
SLL	Demonstrate and apply scientific literacy.
WCL	Demonstrate effective and appropriate written communication abilities
WIL	Work both independently and in collaboration with others to achieve goals

Appendix C - General Education Proficiencies and Areas to New WES Categories

Course Titles as of 9/20/2023

Course	Title	Proficiency	WES Category
BCM 1420	Intro to Business Communication	P1	WR
ENGL 1050	Foundations in Written Comm	P1	WR
IEE 1020	Technical Communication	P1	WR
ENGL 4090	Writing in the Sciences	P2	LNP
GEOS 4350	Sedimentation & Stratigraphy	P2	LNP
PHIL 3000	Ancient and Medieval Philosophy	P2	SC
PHIL 3330	Metaphysics	P2	SC
MATH 1140	Using Data for Life Decisions	P3	QL
MATH 1160	Finite Math with Applications	P3	QL
MATH 1180	Precalculus Math	P3	QL
MATH 2000	Calculus with Applications	P3	QL
STAT 1600	Discovery with Data	P3	QL
STAT 3660	Data Analysis for Biosciences	P3	ST
ARAB 1010	Basic Arab II	P4	WLC
CHIN 1010	Basic Chinese II	P4	WLC
COM 1000	Comm and Community Engagement	P4	ODC
COM 1040	Public Speaking	P4	ODC
COM 1700	Interpersonal Communication	P4	PW
ENGL 3050	Professional Writing	P4	LNP
FREN 1010	Basic French II	P4	WLC
GER 1010	Basic German II	P4	WLC
GRK 1010	Basic Greek II	P4	WLC
JPNS 1010	Basic Japanese II	P4	WLC
LAT 1010	Basic Latin II	P4	WLC
MATH 1220	Calculus I	P4	QL
MATH 1700	Calculus I, Sci & Engineering	P4	QL
MATH 2650	Prob & Stat Elem/Mid Sch Tch	P4	QL
MUS 2220	Computer Music Design	P4	QL

Course	Title	Proficiency	WES Category
PHIL 2200	Critical Thinking	P4	EI
PHIL 2250	Deductive Logic	P4	QL
PSCI 1050	Critical Thinking about Politics	P4	IE
SIGN 1020	American Sign Language II	P4	WLC
SPAN 1010	Basic Spanish II	P4	WLC
SPAN 2000	Intermediate Spanish I	P4	WLC
SPAN 2010	Intermediate Spanish II	P4	WLC
STAT 2160	Business Statistics	P4	ST
STAT 2600	Data Analysis using R	P4	QL
Course	Title	Distribution Area	WES Category
ART 1200	Introduction to Art	1	IE
ART 1300	3D Studio Experience	1	IE
ART 1400	2D Studio Experience	1	IE
ART 1480	Direct Encounter with the Arts	1	IE
ART 2200	Caves to Cathedrals	1	SC
ART 2210	Modern and Postmodern	1	ATP
CHIN 2800	Chinese Calligraphy	1	ATP
DANC 1450	Experiencing Dance	1	IE
ED 2300	Nature of Creativity	1	ATP
ENGL 1100	Literary Interpretation	1	ATP
ENGL 2100	Film Interpretation	1	ATP
HIST 3015	History and Film	1	ATP
HIST 3150	Pop Art-Arch in America	1	ATP
HNRS 4101	Intro to World Cinema	1	GP
HNRS 4102	Studies in Film	1	GP
MUS 1500	Music Appreciation: Live Music	1	IE
MUS 1520	Rock Music: Genesis & Development	1	ATP
MUS 4500	Mus Appreciation: Symphony	1	ATP
PHIL 3120	Philosophy of Art	1	ATP

Course	Title	Distribution Area	WES Category
THEA 1000	Playing w/ Fire: Love, Pol. & Enter.	1	IE
AAAS 2800	Topics and Themes in AAAS	2	SC
ENGL 1120	Literary Classics	2	IE
ENGL 2520	Shakespeare	2	ATP
ENGL 3080	Quest for Self	2	PW
ENGL 3820	Lit. for the Young Child	2	SC
ENGL 4160	Women in Literature	2	GP
ES 2800	Human Flourishing & Happiness	2	IE
GWS 1000	Media and the Sexes	2	IE
HIST 1000	Early Western World	2	IE
HIST 1010	Modern Western World	2	IE
HIST 1450	Heroes/Villains in Mid Ages	2	IE
HIST 3010	Modern Arts and Ideas	2	ATP
HIST 3300	Canadian History & Culture	2	GP
HIST 3790	WWII in US & Japanese History	2	SC
HNRS 3201	Art of the Book	2	ATP
HNRS 3202	Modernism in Art and Lit	2	ATP
HNRS 3203	Utopian & Dystopian Fiction	2	SC
HNRS 3204	Postmodern Dystopias	2	SC
LANG 3750	Global Issues through Lit and Film	2	GP
PHIL 2000	Introduction to Philosophy	2	IE
PHIL 2010	Contemporary Problems in Ethics	2	IE
PHIL 3030	Existentialist Philosophies	2	SC
PHIL 3110	Political Philosophy	2	GP
PHIL 3140	Philosophy and Public Affairs	2	SC
PHIL 3160	Ethics in Engineering & Tech	2	ST
REL 2050	Christianity	2	WLC
REL 3111	Superhero Comic Book Religion	2	SC
REL 3180	Death, Dying and Beyond	2	GP
REL 3360	Zena and Buddhist Meditation	2	GP

Course	Title	Distribution Area	WES Category
AAAS 2000	Intro to AAAS	3	IE
AAAS 3000	Af&AfAm Hist, Cult, Exp to 1865	3	SC
AAAS 3010	AfAm Hist, Cult, Exp 1866-Prsnt	3	SC
AAAS 3100	Black Woman: Persp & Status	3	LNP
AAAS 3140	The Black Cmty: Hist/Cont Psptv	3	LNP
ANTH 3470	Ethnicity/Multiculturalism	3	LNP
BLS 3050	Intro Adults with Disabilities	3	LNP
COM 3070	Freedom of Expression	3	SC
ECON 3080	Women and the Economy	3	SC
ENGL 4840	Culture in Children's Literature	3	LNP
GRN 1000	Introduction to Aging Studies	3	IE
GWS 2000	Intro Gender & Women's Studies	3	SC
GWS 2010	LGBT Studies	3	SC
HISP 2650	Hispanic Culture in the U.S.	3	SC
HISP 2750	Latino Writing/Latino Culture	3	SC
HIST 2100	American History to 1877	3	IE
HIST 2110	American History Since 1977	3	IE
HIST 2125	Sport in American Culture	3	SC
HIST 3200	Amer Military Hist	3	SC
HIST 3260	Native American History and Culture	3	LNP
HNRS 3301	Jazz, Blues & Harlem Renaissance	3	LNP
HNRS 3302	Civil Rights Y Jazz, 1970-1975	3	ATP
HNRS 3303	Vietnam War in Rock and Soul	3	SC
LWIR 3000	Immigration, Race Ethnicity in US	3	SC
MUS 1510	Jazz in America	3	ATP
MUS 3500	American Music	3	SC
PHIL 3150	Race and Gender Issues	3	SC
PSCI 2000	National Government	3	SC
REL 3015	Christianity in the U.S.	3	SC
THEA 1050	Af Americans in Thea & Media	3	SC

Course	Title	Distribution Area	WES Category
AAAS 3900	Women Writers Contemp Black Lit	4	GP
ANTH 1100	Lost Worlds and Archaeology	4	IE
ANTH 1200	Peoples of the World	4	IE
ANTH 3400	World Cultures	4	GP
ANTH 3440	Indigenous North America	4	SC
ANTH 3580	The Africa Diaspora	4	GP
ARAB 2750	Life and Culture of the Arabs	4	SC
ART 2220	Art of Africa, Oceania, Americas	4	WLC
ART 2230	Introduction to Asian Art History	4	WLC
CHIN 2750	Chinese Life and Culture	4	SC
ECON 3890	Latin American Economies	4	SC
ENGL 3140	African Literature	4	WLC
ENGL 3160	Storytellers	4	WLC
FCS 3150	Global Ecology of the Family	4	GP
GEOG 3860	Geography of Africa	4	GP
GEOG 3810	South America – not in catalog	4	GP
GEOG 3820	Mexico & Caribbean – not in catalog	4	GP
GEOG 3900	China, Japan and Korea	4	GP
GIST 2000	Intro to Global & Internatl Studies	4	WLC
GWS 3200	Women, Global & Social Change	4	GP
HISP 3390	Contemporary Latin America	4	STP
HIST 2020	World History to 1500	4	WLC
HIST 2030	World History Since 1500	4	WLC
HIST 3760	Modern East Asia	4	WLC
HIST 3850	Modern Middle East	4	WLC
HIST 3880	Intro to African Civilization	4	GP
IPE 3050	Study Abrd/Global Learn in H&HS	4	WLC
JPNS 2750	Japanese Language and Culture	4	SC
REL 2010	Buddhism	4	SC
REL 2786	The Qur'an	4	WLC

Course	Title	Distribution Area	WES Category
SOC 3350	Soc of Contemp Latin America	4	GP
AAAS 2100	Forms of Black Consciousness	5	IE
ANTH 2100	Introduction to Archeology	5	ST
ANTH 2400	Principles of Cultural Anthro	5	SC
COM 2000	Human Communication Theory	5	IE
COM 3400	Global Media Literacy	5	SC
ECON 2010	Principles of Microeconomics	5	QL
ECON 2020	Principles of Macroeconomics	5	QL
ECON 3180	The Economics of Medical Care	5	PW
ENVS 1000	Climate Challenges & Solutions	5	IE
GEOG 1020	World Geog through Media & Maps	5	SC
GEOG 2440	Economic Geography	5	ST
HIST 3600	The Medieval World	5	SC
HNRS 2500	Social & Behavioral Sciences	5	WLC
HSV 2250	Lifespan Development	5	IE
LANG 2500	The Nature of Language	5	SC
MUS 3811	Your Brain on Music	5	ST
PADM 2000	Intro to Pub/Nonprofit Service	5	SC
PHIL 3130	Philosophy of Law	5	SC
PSCI 2400	Comparative Politics	5	IE
PSCI 2500	International Relations	5	IE
PSY 1000	General Psychology	5	ST
REL 3145	Cults, Sects, & New Religions	5	SC
REL 3165	Religion and Globalization	5	GP
SOC 2000	Principles of Sociology	5	IE
ANTH 2500	Intro to Biological Anthropology	6	LS
BIOS 1050	Environmental Biology	6	LS
BIOS 1120	Principles of Biology	6	LS
BIOS 1980	Human Form and Function	6	LS

Course	Title	Distribution Area	WES Category
GEOG 1050	Physical Geography	6	LS
GEOS 1000	Dynamic Earth	6	LS
GEOS 1300	Physical Geology	6	LS
GEOS 1900	Evolution of Life	6	LS
PHYS 1000	How Things Work	6	LS
PHYS 1040	Intro to Sky and Solar System	6	LS
PHYS 1060	Intro to Stars and Galaxies	6	LS
PHYS 1070	Elementary Physics	6	LS
PHYS 1130	General Physics I	6	LS
PHYS 2050	University Physics I	6	LS
ANTH 1500	Race, Biology, and Culture	7	ST
ANTH 2510	Forensic Anthropology	7	LS
ART 2900	The Skilled Observer in Art, Sci, Eng	7	ST
AVS 1200	Introduction to Aviation	7	ST
COM 2400	Intro to Media & Telecom	7	ST
EDMM 1500	Introduction to Manufacturing	7	ST
GEOG 1000	Global Environmental Issues	7	SST
GEOG 2650	Our Digital Earth	7	ODC
GEOG 3060	Clim Change: Past, Present, & Future	7	ST
GEOG 3500	Conserv/Environ Mgmt	7	ST
GEOS 1050	Dinosaurs	7	ST
GEOS 1200	Climate Change Geol Perspectiv	7	ST
GEOS 1440	Environmental Earth Science	7	ST
GEOS 1500	Earth Hazards and Disasters	7	ST
GEOS 3120	Geol of National Parks/Monuments	7	ST
GEOS 3220	Ocean Systems	7	ST
GWS 3400	Race, Gender and Science	7	ST
HIST 3180	American Environmental Hist	7	ST
HNRS 3701	Technology in the Arts	7	ST

Course	Title	Distribution Area	WES Category
PHIL 3340	Biomedical Ethics	7	ST
PHIL 3350	Medical Humanities	7	ST
PHIL 3550	Philosophy of Science	7	ST
PHYS 1020	Energy and the Environment	7	ST
SPPA 2000	Communicatn Disorders & Sciences	7	Not in catalog
HOL 1000	Choices in Living	8	PW
HPHE 1110	Healthy Living	8	PW
REL 3190	Religion and Health	8	GP

KEY

Foundations

Exploration and Discovery

Connections

WR Writing

PW Personal Wellness

LNP Local & National Perspectives

ODC Oral and Digital Communication

WLC World Languages & Culture

GP Global Perspectives

QL Quantitative Literacy

ST Science and Technology

S Inquiry and Engagement

LS Scientific Literacy with a Lab

sqsal

E

ATP Artistic Theory and Practice

SC Societies and Culture

Appendix D - Current WES Courses

(Current as of Fall Semester 2022)

Foundations/Level I Courses

<p><u>Writing (WR) (3)</u></p> <ul style="list-style-type: none"> BCM 1420 - Informational Writing ENGL 1050 - Foundations in Written Comm IEE 1020 - Tech Communication 	<p><u>Oral and Digital Communication (ODC) (13)</u></p> <ul style="list-style-type: none"> AE 2610 - Intro to Aerospace Engineering BCM 2520 - Prof Oral and Digital Comm BUS 1750 - Business Enterprise COM 1000 - Com and Community Engagement COM 1040 - Public Speaking COM 2040 - Workplace & Professional Comm ECE 2210 - Electronics I ED 2900 – Teaching as a Profession EDLD 2000 - Leadership in a Changing World FCS 2250 - Computer Applications GEOG 2650 - Digital Earth: Geospatial Tech IEE 2610 - Engr Statistics ME 2615 - Intro to Mech Engineering MUS1234 – Audio Prod Bootcamp NUR 2200 – Found. Nursing & Critical Thinking PHIL 1100 - Inquiry, Argument, and Debate
<p><u>Quantitative Literacy (QL) (16)</u></p> <ul style="list-style-type: none"> ACTY 1010 - Entrepreneurial Found. in ACTY ACTY 2100 - Intro to Fin Actng & Analysis CIS 1020 - Intro Bus Comp & Data Analysis ECON 2010 - Principles Of Microeconomics ECON 2020 - Principles Of Macroeconomics ECON 3890 – Latin American Economies MATH 1140 - Essential Quant Reasoning MATH 1160 - Finite Math/Applic MATH 1180 - Precalculus Math MATH 1220 - Calculus I MATH 1700 - Calculus I, Sci & Engineering MATH 2000 - Calculus With Applic MATH 2650 - Prob&stat Elem/Mid Sch Tchr MUS 2220 - Computer Music Design PHIL 2250 - Deductive Logic STAT 1600 - Discovery with Data STAT 2600 - Data Analysis Using R 	<p><u>Inquiry and Engagement (IE) (46)</u></p> <ul style="list-style-type: none"> AAAS 2000 - Intro to Af Amer/African Stdies AAAS 2100 - Forms of Black Consciousness ANTH 1100 - Lost Worlds/Archeol ANTH 1200 - Peoples Of The World ART 1200 - Introduction To Art ART 1300 - 3D Studio Experience ART 1400 - 2D Studio Experience ART 1480 - Direct Encounter/Art CLAS 1500 - Classical Greek & Roman Mythlgy COM 2000 - Human Communication Theory COM 2410 - Film Communication DANC 1450 - Experiencing Dance ECON 1020 - Economics in Our Daily Lives ENGL 1080 – Listening as Inquiry ENGL 1120 - Literary Classics ENGL 2080 - Literature In Our Lives ENVS 1000 - Climate Challenges & Solutions ES 2800 - Human Flourishing & Happiness FCS 1030 - Lifespan Development FCS 1090 - Envision a Sustainable Life GRN 1000 - Introduction to Aging Studies GWS 1000 - Media And The Sexes HISP 1240 - Amerindian Lang and Cultures HIST 1000 - Early Western World

	<ul style="list-style-type: none"> • HIST 1010 - Modern Western World • HIST 1450 - Heroes/Villains In Mid Ages • HIST 2100 - Amer Hist To 1877 • HIST 2110 - Amer Hist Since 1877 • HSV 2250 - Lifespan Development • LANG 1750 - Intercultural Odyssey • MDVL 1000- The Middle Ages, Then & Now • MUS 1500 - Music Apprec-Live • PHIL 2000 - Intro To Philosophy • PHIL 2010 - Contemp Problems in Ethics • PHIL 2200 - Critical Thinking • PSCI 1050 - Critical Thinking/Politics • PSCI 2000 - National Government • PSCI 2400 - Comparative Politics • PSCI 2500 - Internatl Relations • REL 1050 - What is Religion Today? • SOC 2000 - Prin Of Sociology • SWRK 1000 - Intr-Social Service • SWRK 2100 - Introduction to Social Work: A • THEA 1000 - Love, Politics & Entertainment • THEA 1700 - Script Analysis
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Exploration & Discovery/Level II Courses

<u>Personal Wellness (PW) (19)</u> <ul style="list-style-type: none"> • ADA 2250 - Drug Use: Per/Soc Impact • CECP 3700 – Intro. to Career Planning and Devt [DI] • CECP 3800 - Personal Growth and Development through the Lifespan [DI] • COM 1700 - Interpersonal Comm I • ECON 3180 - The Economics of Medical Care • EDLD 2020 – Leadership Skills [DI] • ENGL 3080 - Quest for Self • ENGR 2100 – First Year CEAS Experience • FCS 2660 - Personal Nutrition [PS] • FIN 2010 - Personal Finance • HOL 1000 - Choices In Living [DI] • HOL 2801 - Health and Well Being • HPHE 1110 - Healthy Living • HPHE 1701 - Hlth & Wellness Practices [PS] • HPHE 3600 – Sport and Perf. Psych: Mental Trng. • NUR 2300 – Concepts Hlth/Wellness Nurs Prac • PSY 4630 - Health Psychology • REL 3600 - The Art of Living: Traditions of Self-Cult. • SLHS 2090 – Comm Diversity & Access [DI] 	<u>World Language and Culture (WLC) (39)</u> <ul style="list-style-type: none"> • ARAB 1000 – Basic Arabic I • ARAB 1010 - Basic Arabic II • ART 2220 - Africa, Oceania, Americas • ART 2230 - Intro To Asian Art History • BUS 3960 – Study Abroad Seminar [DI] • CHIN 1000 – Basic Chinese I • CHIN 1010 - Basic Chinese II • ENGL 3140 - African Literature • ENGL 3160 - Storytellers • ENGL 3170 - Stories of the Other [DI] • FREN 1000 – Basic French I • FREN 1010 - Basic French II • GER 1000 – Basic German I • GER 1010 - Basic German II • GIST 2000 - Global & International Studies • GREK 1010 – Basic Greek II • HIST 2020 - World History to 1500 [DI] • HIST 2030 - World History Since 1500 • HIST 3760 - Modern East Asia • HIST 3850 - Modern Middle East • HNRS 2500 - Social & Behavioral Sciences • IPE 3050 - Stud Abrd/Global Learn in H&HS [DI] • JPNS 1000 – Basic Japanese I • JPNS 1010 - Basic Japanese II • LAT 1000 – Basic Latin I
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	<ul style="list-style-type: none"> • LAT 1010 - Basic Latin II • MDVL 2000 - Voices of the Middle Ages • MUS 3120 – Explor’s in World Music [DI] • REL 2050 - Christianity • REL 2100 - Religions of the World • REL 2630 - Asian Religions [PS] • REL 2786 – The Qur’an • SIGN 1020 - American Sign Language II [DI] • SPAN 1000 - Basic Spanish I • SPAN 1010 - Basic Spanish II • SPAN 2000 - Intermed Spanish I • SPAN 2010 - Intermed Spanish II • SPAN 3160 - Spanish Composition • SPAN 3170 - Spanish Conversation • TEL 3100 – Second Language Learning [DI]
<u>Artistic Theory and Practice (ATP) (24)</u> <ul style="list-style-type: none"> • ANTH 3010 - Anthropology Through Film • ART 2210 - Modern and Postmodern • CHIN 2800 - Chinese Calligraphy • ED 2300 - Nature Of Creativity • ENGL 1100 - Literary Interp • ENGL 2100 - Film Interpretation • ENGL 2520 - Shakespeare • ENGL 2660 - Writing-Fict/Poetry • ENGL 2810 - Youth Literature & Culture • HISP 3390 - Contemporary Latin America • HIST 3010 – Modern Arts and Ideas • HIST 3015 - History and Film • HIST 3150 - Pop Art-Arch In Amer • HNRS 3202 - Modernism in Art and Lit • HNRS 3201- Art of the Book • HNRS 3210 – Ecosystems Services • HNRS 3302 - Civil Rights & Jazz, 1950-1975 [DI] • MUS 1510 - Jazz in America [DI] • MUS 1520 - Rock Music: Genesis & Devel [DI] • MUS 4500 - Mus Apprec: Symphony • PHIL 3120 - Philosophy Of Art • SPAN 3250 - Intro Study Span Lit • THEA 1450 - Beginning Acting • THEA 3720 - Mus Thea: Oklahoma to Hamilton 	<u>Scientific Literacy with a Lab (LS) (23)</u> <ul style="list-style-type: none"> • ANTH 2500 - Intro Biological Anthropology • ANTH 2510 - Forensic Anthropology • BIOS 1050 - Environmental Biology [PS] • BIOS 1120 - Principles Of Biology • BIOS 1980 - Human Form and Function • CHEM 1100 - General Chemistry I [PS] • CHEM 1110 - General Chemistry Lab I [PS] • GEOG 1050 - Physical Geography [PS] • GEOG 2250 - Intr Meteor & Climat [PS] • GEOS 1000 - Dynamic Earth • GEOS 1020 - Planetary Geology • GEOS 1300 - Physical Geology • GEOS 1900 - Evolution of Life • GPS 1500 - Intro Graphic & Printing Sci [PS] • HIST 3370 – Touching the Past • PHYS 1000 - How Things Work • PHYS 1040 - Intro To Sky And Solar System • PHYS 1060 - Intro To Stars And Galaxies • PHYS 1070 - Elementary Physics • PHYS 1130 - General Physics I • PHYS 2050 - University Physics I • PSY 3601 - Adv Operant Lab • SCI 2070 – Exploration in Phys. Science
<u>Science and Technology (ST) (43)</u> <ul style="list-style-type: none"> • ANTH 1500 - Race, Biology, And Culture [DI] • ANTH 2100 - Introd To Archeology • ART 2900 - The Skilled Observer • AVS 1200 - Introduction To Aviation • CHEG 2611 - Environmental Engineering I [PS] 	<u>Societies and Culture (SC) (53)</u> <ul style="list-style-type: none"> • AAAS 2800 - Topics and themes in AAAS [DI] • AAAS 3000 - Af&AfAm Hist,Cult,Exp to 1865 [DI] • AAAS 3010 - AfAm Hist,Cult,Exp 1866-Prsnt [DI]

- CIS 2500 – Data Analytics for Business
- CIS 2640 - Applied Analytics Foundations
- COM 2400 - Intro To Media & Telecom
- ECON 2190 - Econ Principles Sustainability [PS]
- EDMM 1500 - Intro Manufacturing [PS]
- ENVS 1050 - Perspectives on Sustainability [PS]
- GEOG 1000 - World Ecology Prblms [PS]
- GEOG 2440 - Economic Geography
- GEOG 3010 - Fundamentals of GIS [PS]
- GEOG 3030 - Geographic Inquiry
- GEOG 3060 - Climate:Past,Present,&Future [PS]
- GEOG 3500 - Conserv/Environ Mgmt [PS]
- GEOS 1050 - Dinosaurs
- GEOS 1200 - Climate Change Geol Perspectiv [PS]
- GEOS 1440 - Environmental Earth Science
- GEOS 1500 - Earth Hazards and Disasters
- GEOS 3120 - Geol Natl Pks/Monumt
- GEOS 3220 - Ocean Systems
- GWS 3400 - Race, Gender and Science [DI]
- HIST 3180 - American Environmental Hist [PS]
- HNRS 3701 - Technology in the Arts
- IEE 3100 - Engineering Economy [PS]
- ME 2320 - Thermodynamics I
- MUS 3811 - Your Brain on Music
- PHIL 3160 - Ethics In Engineering & Tech [PS]
- PHIL 3170 – Environ. Ethics
- PHIL 3340 - Biomedical Ethics
- PHIL 3350 - Medical Humanities
- PHIL 3550 – Philosophy Of Science
- PHYS 1020 - Energy And The Environment [PS]
- PSY 1000 - General Psychology
- PSY 1400 - Intro to Behavior Analysis
- SCI 1600 - Explorations in Integ Science
- SCI 2080 – Explorations in Life Science
- SPAN 3240 - Intro Study Span Ling
- STAT 2160 - Business Statistics
- STAT 3660 - Data Analysis for Biosciences
- THEA 3600 - Technology in the Arts

- ADA 3410 - Diversity and Substance Abuse [DI]
- ANTH 2400 - Princ Of Cult Anthro [PS]
- ANTH 3440 - Indigenous North America [DI]
- ARAB 2750 - Life/Culture Of The Arabs
- ART 2200 - Caves to Cathedrals
- BUS 2200 - Introductn To Global Business
- CHIN 2750 - Chinese Life And Culture
- CHIN 2760 - Contemporary China
- CLAS 2500 - Power and Morality
- COM 3070 - Freedom Of Expression
- COM 3400 - Global Media Literacy
- ECON 3090 - Economics of Gender and Race [DI]
- ECON 3890 - Latin American Economies [DI]
- ENGL 3820 - Lit For The Young Child
- FCS 2170 - Diverse Children,Fmlies,&Comm [DI]
- GEOG 1020 - Wld Geog-Media/Maps
- GEOG 2560 - Intro to Urb, Reg, & Env Plann [PS]
- GEOG 3200 - Culinary Tourism [DI]
- GIST 3100 - Global Studies in the Field [DI]
- GWS 2000 - Intro Gender & Women's Studies [DI]
- GWS 2010 - LGBT Studies [DI]
- HISP 2650 - Hispanic Culture in the U.S. [DI]
- HISP 2750 - Latino Writing/Latino Culture [DI]
- HIST 2125 - Sport in American Culture [DI]
- HIST 3200 - Amer Military Hist [DI]
- HIST 3600 - Medieval World
- HIST 3790 - WWII in US & Japanese History [DI]
- HNRS 3203 - Utopian & Dystopian Fiction
- HNRS 3204 - Postmodern Dystopias
- HNRS 3303 - Vietnam Rock and Soul
- JPNS 2750 – Japanese Life And Culture
- LANG 2500 - The Nature of Language
- MUS 3500 - American Music [DI]
- NUR 3550 – Perspectives in Women’s Health [DI]
- PADM 2000 - Intro Public/Nonprofit Service [DI]
- PH 2310 – Public Health Needs and Issues [DI]
- PHIL 3000 - Ancient-Mdvl Phil
- PHIL 3030 - Existentialist Phil
- PHIL 3130 - Philosophy Of Law
- PHIL 3140 - Phil/Public Affairs
- PHIL 3150 - Race And Gender Issues [DI]
- PHIL 3330 - Metaphysics
- PSCI 3610 - Modern Political Thought [DI]
- PSCI 3630 – American Political Theory [DI]

	<ul style="list-style-type: none"> REL 2010 - Buddhism REL 3015 - Christianity in the U.S. [DI] REL 3111 - Superhero Comic Book Religion REL 3145 - Cults, Sects, & New Religions [DI] REL 3220 Spirituality and the Environmt. [PS] SLHS 2000 – Comm. Disorders & Sciences [DI] SOC 2100 - Modern Soc Problems [DI] SPAN 3230 – Life & culture Spanish America [DI] SLHS 2000 – Intr to Communication Disorders SWRK 3330 - Cult/Ethn/Inst Swrk Practice [DI] THEA 1050 - Af Americans in Thea & Media [DI]
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Connections/Level III Courses

<u>Local & National Perspectives (LNP) (51)</u>	<u>Global Perspectives (GP) (47)</u>
<ul style="list-style-type: none"> AAAS 3100 - Black Woman: Persp & Status [DI] AAAS 3140 - The Black Community: Historical and Contemporary Perspectives [DI] AE 4800 - Aerospace Engineering Project AE 4805 - Aerospace Engineering Project/International ANTH 3470 - Ethnicity/Multiculturalism [DI] BLS 3050 - Intro Adults With Disabilities [DI] CCE 4850 - CCE Senior Design Project [PS] CHEG 4870 - Senior Design Project COM 4300 - Persuasion/Social Influence CS 4910 - Soft Sys Dev II: Impl, Test DANC 4850 - Race, Gender, and Dance [DI] ECE 4820 - Elect/Computer Engrg Desgn II ECON 3190 - Environmental Econ [PS] EDMM 4910 - Multidisciplinary Sr Proposal ENGL 3050 - Prof Writing: Work & Culture ENGL 3060 - Rhetoric, Writing, & Amer Cult ENGL 4090 - Writing in the Sciences ENGL 4840 - Culture in Children's Lit [DI] ENVS 4150 - Environmental Law [PS] ENVS 4370 - Eco-Justice [DI] ES 3950 - School And Society [DI] FCS 4120 - Family Policy [PS] FIN 3010 - Financial Coaching GEOG 3110 – Geog. Of Michigan GEOS 4320 - Geomorphology GEOS 4350 - Sedimentation & Stratigraphy GEOS 4700 – Earth History GPS 4850 - Research Design 	<ul style="list-style-type: none"> AAAS 3900 - Women Writers Contem Black Lit [DI] ACTY 3910 – Global Sustainability Acct. & Reporting [DI] ANTH 3390 - Cultures Of Latin America [PS] ANTH 3400 - World Cultures [PS] ANTH 3580 - African Diaspora: The Americas ART 4210 - Medieval Foreign Encounters [DI] BCM 4540 - Int Ecocultural Com for Sus Bu [PS] BUS 3961 - Sustainability Study Abroad [PS] CEHD 3050- Study Abroad in Global Education [DI] CLAS 3750 - Classics in Global Perspective ECON 3800 - International Economics ENGL 4120 - Climate Change and Culture ENGL 4160 - Women In Literature [DI] ENVS 4120 - Climate Change and Culture ENVS 4160 - Worlds of Waste and Recycling [PS] FCS 3150 - Global Ecology Of The Family [DI] GEOG 3400 – Cultural Tourism [DI] GEOG 3550 – Resources Management [PS] GEOG 3800 – US and Canada GEOG 3810 - South America [PS] GEOG 3820 - Mexico & Caribbean [PS] GEOG 3860 - Geography of Africa [PS] GEOG 3880 - Latin America [PS] GEOG 3900 - China, Japan, And Korea

<ul style="list-style-type: none"> • HIST 3260 - Native Amer Hist And Culture [DI] • HNRS 3301 - Jazz, Blues, & Harlem Renaiss [DI] • HNRS 4200 - Reinventing the American Public Schools • HNRS 4300 - U.S. Culture & Issues [DI] • HSV 4780 - U.S. Health Policy • IEE 4190 - IEE Senior Design • ME 4800 - Mech Engr Proj • ME 4805 – Mech Engr Proj/International • NUR 4310 - Community Based Nursing [PS] • NUR 4330 - Population Based Nursing – RN [PS] • PADM 3000 - Foundations of Nonprofit Mgt [DI] • PADM 3500 - Public Mgmt for Democracy [DI] • PAPR 4870 - Senior Design Project • PH 4320 - Public Hlth Intervention Strat • PSCI 3040 - Intro Public Policy • PSCI 4210 - Gender And Law [DI] • PSCI 4220 - Civil Rights and Liberties • PSCI 4240 - Environmental Law [PS] • PSY 3456 - Behavioral Appr Sustainability [PS] • REL 3370 - Muslims in America [DI] • SOC 3140 - Race in America [DI] • SOC 4420 - Technology and Society [PS] • SPAN 3210 - Life&culture Hispanics In Us [DI] 	<ul style="list-style-type: none"> • GER 3280 - Fear of the Other: Xeno. and the Holocaust • GWS 3200 - Women, Global & Social Change [DI] • GWS 3480 - Gender & Plastic Bodies [DI] • HIST 3300 - Canadian History & Culture • HIST 3310 - Queer History [DI] • HIST 3764 - Modern Japan [DI] • HIST 3780 - The Holocaust • HIST 3880 - African Civilization • HNRS 4102 - Film Adaptations • LANG 3750 - Global Issues through Lit/Film • NUR 3220 - Health Care Ethics [DI] • PHIL 3110 - Political Philosophy • PSCI 3530 - Women and Politics [DI] • REL 3165 - Religion and Globalization • REL 3180 - Death, Dying and Beyond • REL 3190 - Religion and Health [DI] • REL 3360 - Zen and Buddhist Meditation • REL 4010 – Animals and Religion • SCI 3090 - Explorations in Earth Science • SOC 3040 - Nonwestern World [DI] • SOC 3350 - Soc. Cont. L.A. [PS] • SPAN 3220 - Life-Cult Of Spain [DI] • SPAN 4200 – Study Abroad [DI]
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Diversity and Inclusion & Planetary Sustainability Requirements

- Courses in Diversity and Inclusion (DI) and Planetary Sustainability (PS) are integrated into Level II (Exploration and Discovery) and Level III (Connections) course offerings
- Applicable courses are HIGHLIGHTED and marked with **DI (Diversity and Inclusion)** or **PS (Planetary Sustainability)** in Level II and Level III course offerings.

Diversity & Inclusion SLO (DI) (84) <ul style="list-style-type: none"> • AAAS 2800 - Topics and themes in AAAS [DI] • AAAS 3000 - Af&AfAm Hist,Cult,Exp to 1865 [DI] • AAAS 3010 - AfAm Hist,Cult,Exp 1866-Prsnt [DI] • AAAS 3100 - Black Woman: Persp & Status [[DI] • AAAS 3140 - The Black Community: Historical and Contemporary Perspectives [DI] • AAAS 3900 - Women Writers Contem Black Lit [DI] 	Planetary Sustainability SLO (PS) (49) <ul style="list-style-type: none"> • ACTY 3910 - Global Sustain Acty & Report [PS] • ANTH 2400 - Princ Of Cult Anthro[PS] • ANTH 3390 - Cultures Of Latin America[PS] • ANTH 3400 - World Cultures[PS] • BCM 4540 - Int Ecocultural Com for Sus Bu[PS] • BIOS 1050 - Environmental Biology[PS] • BUS 3961 - Sustainability Study Abroad[PS] • CCE 4850 - Senior Project[PS] • CHEG 2611 - Environmental Engineering I[PS] • CHEM 1100 - General Chemistry I[PS]
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<ul style="list-style-type: none"> • ADA 3410 - Diversity and Substance Abuse [DI] • ANTH 1500 - Race, Biology, And Culture [[DI] • ANTH 3440 - Indigenous North America [DI] • ANTH 3470 - Ethnicity/Multiculturalism [DI] • ART 4210 - Medieval Foreign Encounters [DI] • BLS 3050 - Intro Adults With Disabilites [DI] • BUS 3960 - Study Abroad Seminar [DI] • CECF 3700 – Intro. to Career Planning and Devt [DI] • CECF 3800 - Personal Growth and Development through the Lifespan [DI] • CEHD 3050- Study Abroad in Global Education [DI] • DANC 4850 - Race, Gender, and Dance [DI] • ECON 3090 - Economics of Gender and Race [DI] • ECON 3890 - Latin American Economies [DI] • ENGL 3170 - Stories of the Other [DI] • ENGL 4160 - Women In Literature [DI] • ENGL 4840 - Culture in Children's Lit [DI] • ENVS 4370 - Eco-Justice [DI] • ES 3950 - School And Society [DI] • FCS 2170 - Diverse Children,Fmlies,&Comm [[DI] • FCS 3150 - Global Ecology Of The Family [DI] • GEOG 3200 - Culinary Tourism [DI] • GEOG 3400 – Cultural Tourism [DI] • GER 3280 - Fear of the Other: Xeno. the Holocaust ([DI] • GIST 3100 - Global Studies in the Field [DI] • GWS 2000 - Intro Gender & Women's Studies[DI] • GWS 2010 - LGBT Studies[DI] • GWS 3200 - Women, Global & Social Change[DI] • GWS 3400 - Race, Gender and Science[DI] • GWS 3480 - Gender & Plastic Bodies[DI] • HISP 2650 - Hispanic Culture in the U.S.[DI] • HISP 2750 - Latino Writing/Latino Culture[DI] • HIST 2020 - World History to 1500[DI] • HIST 2125 - Sport in American Culture[DI] • HIST 3200 - Amer Military Hist[DI] • HIST 3260 - Native Amer Hist And Culture[DI] • HIST 3310 - Queer History[DI] • HIST 3764 - Modern Japan[DI] • HIST 3790 - WWII in US & Japanese History[DI] • HNRS 3301 - Jazz, Blues, & Harlem Renaiss[DI] 	<ul style="list-style-type: none"> • CHEM 1110 - General Chemistry Lab I[PS] • ECON 2190 - Econ Principles Sustainability[PS] • ECON 3190 - Environmental Econ[PS] • EDMM 1500 - Intro Manufacturing[PS] • ENVS 1050 - Perspectives on Sustainability[PS] • ENVS 4150 - Environmental Law[PS] • ENVS 4160 - Worlds of Waste and Recycling[PS] • FCS 2660 - Personal Nutrition[PS] • FCS 4120 - Family Policy[PS] • GEOG 1000 - World Ecology Prblms[PS] • GEOG 1050 - Physical Geography[PS] • GEOG 2250 - Intr Meteor & Climat[PS] • GEOG 2560 - Intro to Urb, Reg, & Env Plann[PS] • GEOG 3010 - Fundamentals of GIS[PS] • GEOG 3060 - Climate:Past,Present,&Future[PS] • GEOG 3110 - Geog Of Michigan[PS] • GEOG 3500 - Conserv/Environ Mgmt[PS] • GEOG 3550 - Resources Management[PS] • GEOG 3800 - North American Borders[PS] • GEOG 3810 - South America[PS] • GEOG 3820 - Mexico & Caribbean[PS] • GEOG 3860 - Geography of Africa[PS] • GEOG 3880 - Latin America[PS] • GEOS 1200 - Climate Change Geol Perspectiv[PS] • GPS 1500 - Intro Graphic & Printing Sci[PS] • HIST 3180 - American Environmental Hist[PS] • HPHE 1701 - Hlth & Wellness Practices[PS] • IEE 3100 - Engineering Economy[PS] • NUR 4310 - Community Based Nursing[PS] • NUR 4330 - Population Based Nursing - RN[PS] • PHIL 3160 - Ethics In Engineering & Tech[PS] • PHYS 1020 - Energy And The Environment[PS] • PSCI 4240 - Environmental Law[PS] • PSY 3456 - Behavioral Appr Sustainability[PS] • REL 2630 - Asian Religions[PS] • REL 3220 - Spirituality & the Environment[PS] • SCI 3090 - Explorations in Earth Science[PS] • SOC 3350 - Soc. Cont. L.A.[PS] • SOC 4420 - Technology and Society[PS]
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<ul style="list-style-type: none"> • HNRS 3302 - Civil Rights & Jazz, 1950-1975[DI] • HNRS 4300 - U.S. Culture & Issues[DI] • HOL 1000 - Choices In Living[DI] • HSV 3550 - Perspectives in Women's Health[DI] • IPE 3050 - Stud Abrd/Global Learn in H&HS[DI] • MUS 1510 - Jazz in America[DI] • MUS 1520 - Rock Music: Genesis & Devel[DI] • MUS 3120 - Explorations in World Music[DI] • MUS 3500 - American Music[DI] • NUR 3220 - Health Care Ethics[DI] • NUR 3550 - Perspectives in Women's Health[DI] • PADM 2000 - Intro Public/Nonprofit Service[DI] • PADM 3000 - Foundations of Nonprofit Mgt[DI] • PADM 3500 - Public Mgmt for Democracy[DI] • PHIL 3150 - Race And Gender Issues[DI] • PSCI 3530 - Women and Politics[DI] • PSCI 3610 - Modern Political Thought[DI] • PSCI 3630 - American Pol Theory[DI] • PSCI 4210 - Gender And Law[DI] • REL 3015 - Christianity in the U.S.[DI] • REL 3145 - Cults, Sects, & New Religions[DI] • REL 3190 - Religion and Health[DI] • REL 3370 - Muslims in America[DI] • SIGN 1020 - American Sign Language II[DI] • SLHS 2000 – Comm. Disorders & Sciences [DI] • SOC 2100 - Modern Soc Problems[DI] • SOC 3040 - Nonwestern World[DI] • SOC 3140 - Race in America[DI] • SPAN 3210 - Life&culture Hispanics In Us[DI] • SPAN 3220 - Life-Cult Of Spain[DI] • SPAN 3230 - Life&culture Spanish America[DI] • SPAN 4200 – Study Abroad (DI) • SWRK 3330 - Cult/Ethn/Inst Swrk Practice[DI] • TEL 3100 - Second Language Learning[DI] • THEA 1050 - Af Americans in Thea & Media[DI] 	
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APPENDIX E – Example WES Syllabi

PRINCIPLES OF CULTURAL ANTHROPOLOGY ANTHROPOLOGY 2400

Vin Lyon-Callo
Vincent.Lyon-Callo@wmich.edu

517-214-2785 (text)
3222 Sangren Hall

Course Objectives:

The class has several goal:

- We will explore the history and methods of cultural anthropology and spend time surveying the wide range of questions and approaches to understanding social life utilized by cultural anthropologists.
- Much attention will be focused on the various ways that cultural anthropologists come to “know” and interpret information about cultures.
- In the process, the class is designed both to introduce students to the field of cultural anthropology and to introduce students to some tools for making sense of the diverse interconnected world we live in today.

Clearly, it is impossible to study the entirety of the field of cultural anthropology in one semester. Therefore, in a move toward some semblance of structure, I have designed the readings and lectures around some contemporary issues such as globalization, ways of understanding global inequities and resistance, and analyzing the historical and cultural production of “self” and “others” globally and within the United States. The readings will coincide and supplement “lectures” and discussions of other historical and contemporary examples from throughout the globe.

Essential Studies Level, Category and Student Learning Objectives

ANTH 2400 is a 3 credit Essential Studies Exploration and Discovery Level 2 course in the Societies and Cultures category. The essential studies student learning outcomes for this course are to:

- Increase foundational knowledge of the Social Sciences, Humanities, or the Arts.
- Develop practices for planetary sustainability.

Required Texts: You are required to read these three books in addition to the required articles on the elearning page and to watch the videos listed.

- Patty Kelly. 2008. Lydia’s Open Door: Inside Mexico’s Most Modern Brothel. University of California Press.

- Eileen Kane. 2011. *Trickster: An Anthropological Memoir*. University of Toronto Press. 1442601787
- Mathew Desmond. 2016. *Evicted: Poverty and Profit in the American City*. Crown Publishing.

Class Structure:

It is imperative that you keep up with the class. I have found that the most difficulty many students face in college often is being able to balance their lives in order to keep up with the class and turn materials in on time. Do that and you will likely do well in the class and learn. The materials for the class are divided into 10 modules that are distributed over the 14 weeks of the semester.

Each module for the class has reading, videos, and assignments to complete. Students are also expected to participate in discussing the items from the module each week. It is imperative that students actively engage in constructive and supportive discussion.

Course Requirements/Grading:

- Grades: There are a total of 365 points for the class. Grading scale is as follows based upon the average of all assignments:
 - 93.5 and above A
 - 88-93.4 BA
 - 83-87 B
 - 78-82 CB
 - 73-77 C
 - 68-72 DC
 - 62-67 D
 - 0-61 E
- Class Participation: Students are required to participate in the discussions, do all of the reading prior to each class, and come prepared to discuss their analysis of the material. I want you to learn with and from each other-to do that, all students need to actively engage with the material and contribute to the classroom learning process.
- Final exam: A comprehensive, take-home essay exam that will ask students to draw together information presented throughout the semester in answering several essay questions. One significant part of the final exam will ask you to compare, contrast, and analyze the research methods utilized by the author's in the ethnographies we read this semester (thus it is imperative that you actually read each of the

books). Late exams will be accepted but will be marked down one full letter grade for every 2 hours late unless you get prior approval.

- Writing Assignments: A variety of assignments are spaced throughout the class. These are designed to enhance your understandings of the methods and theories of cultural anthropology. Late papers will receive a grade of 0 for the assignment unless we agree to an extension ahead of time.

Academic Honesty:

You are responsible for making yourself aware of and understanding the policies and procedures in the [Undergraduate Catalog (pp. 268-269)/Graduate Catalog (pp. 26-27)] that pertain to academic integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Course Outline:

Module One: Introduction to Anthropology (Weeks One and Two)

Module Two: Historical Approaches to Cultural Anthropology (Week Three)

Module Three: Egalitarian and Gathering/Hunting Societies (Week Four)

Module Four: World Systems Approaches (Weeks Five and Six)

Module Five: Global Trade in Bodies and Body Parts (Week Seven)

Module Six: Migration and Immigration Globally (Week Eight)

Module Seven: Increasing Inequalities and Insecurities (Week Nine)

Module Eight: Homelessness and Housing (Week Ten)

Module Nine: Race, Sex, and Gender Globally (Weeks Eleven and Twelve)

Module Ten: Resistance, Solidarity, and Autonomy (Weeks 13 and 14).

APPENDIX F – Example WES Assessment Plans

PRINCIPLES OF CULTURAL ANTHROPOLOGY - ANTH 2400

Essential Studies Level II, Exploration and Discovery, Societies and Cultures category.

Level II - Exploration and Discovery

Societies and Culture

	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
Choose Two Student Learning Outcomes From Below			
	Increase foundational knowledge of the Social Sciences, Humanities, or the Arts	a) paper at end of module #2 where students compare and contrast the research and research methods of two of the major contributors to the field of cultural anthropology	Week 3
In place of one student learning outcome from above you may address ONE of the following			
	Develop practices for planetary sustainability	a) an analytical assignment in module ten where students critically analyze the multiple examples of solidarity, sustainability, and autonomy movements in terms of the possibilities for producing economic, emotional, and environmental sustainability	Week 14

REL 3015: Christianity in the United States 2021

Level II: Exploration and Discovery
Societies and Culture

	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
Choose Two Student Learning Outcomes From Below			
	Demonstrate effective and appropriate written communication		
	Demonstrate effective and appropriate oral and digital communication		
	Demonstrate and apply information literacy		
	Analyze and interpret quantitative data		
	Develop creative and critical thinking		
	Increase foundational knowledge of the Social Sciences, Humanities, or the Arts	Three written response questions that test foundational knowledge of various Christian denominations and their effect on societies and cultures in the United States.	Two Midterms and Final Exam, which include the three essays to be evaluated. These will be evaluated using the appropriate rubric developed for this specific rubric.
In place of one student learning outcome from above you may address ONE of the following			
	Develop sensitivity to diversity and inclusion	Three written response questions that present students with a situation involving diversity of religious viewpoints in U.S. culture. The questions ask students to “solve” a problem.	Two Midterms and Final Exam, which include the three essays to be evaluated. These will be evaluated using the appropriate rubric developed for this specific rubric.
	Develop practices for planetary sustainability		

Assessing WMU Essential Studies Student Learning Outcomes
Level II: Exploration and Discovery
Societies and Culture

FCS 2170 Diverse Children, Families, and Communities

	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
Choose Two Student Learning Outcomes From Below			
	Demonstrate effective and appropriate written communication		
	Demonstrate effective and appropriate oral and digital communication		
	Demonstrate and apply information literacy		
	Analyze and interpret quantitative data		
	Develop creative and critical thinking		
X	Increase foundational knowledge of the Social Sciences, Humanities, or the Arts	Final Evaluation The final Evaluation provides students the opportunity to demonstrate knowledge of family science concepts. Students will <u>describe</u> how key family science concepts (e.g., reciprocal relationship between family and ecosystem, life course and strength-based perspectives, family theories); <u>advance</u> understanding and appreciation of diverse backgrounds and cultures of individuals and families; and <u>translate</u> or apply to other disciplines, career fields, or professions.	Students will be assessed during the last third of the semester or summer session.
In place of one student learning outcome from above you may address ONE of the following			
X	Develop sensitivity to diversity and inclusion	Final Evaluation The final evaluation provides students the opportunity to demonstrate sensitivity to diversity and inclusion. Students will <ul style="list-style-type: none"> • identify the implications of being part of a diverse group of family life educators or other human service professionals for working with colleagues and clients; • reflect how historical transitions can affect one's own and others' identities and the meanings of diversity and inclusion; and • articulate the need and a plan for continuous growth in cultural awareness, knowledge, humility, and/or skills. 	Students will be assessed during the beginning and the last third of the semester or summer session.
	Develop practices for planetary sustainability		

Appendix G - Department Guide

Faculty Member's Guide to WES

Academic departments have an important place in the governance, leadership, administration, assessment, and management of WMU Essential Studies (WES). This guide describes including key roles, processes, and expectations for department chairs and faculty members.

The WES Student Experience

Expanding on the traditional general education, WMU Essential Studies is designed to let you make more connections among courses and benefit from multi-layered content.

Level 3: Connections (2 courses): In this level, you will complete two courses that are the culmination of the your WMU Essential Studies program. They are designed widen your perspectives, engage in local, national, or global issues; and further develop the core skills introduced in levels 1 and 2.

Level 2: Exploration and Discovery (6 courses): The six courses you select in level 2 will promote your intellectual growth and personal responsibility. These courses may be taken at any point in your program, although WMU recommends taking them after level 1 courses.


Level 1: Foundations (4 courses): Typically introductory or first-year courses, the four areas in this level build the essential skills you will need for success in college, careers, and life after graduation.

Diversity and Inclusion Requirement (1 course): You'll not only learn how diversity and inclusion impacts affect yourself and others, you will engage in meaningful interactions and understand the historical influences that impact today's world.

To fulfill this requirement, select one course in level 2 or 3 that has a Diversity and Inclusion component as noted with ^{DI}.

Planetary Sustainability Requirement (1 course): By analyzing the actions of community that promote or disrupt the well-being of the human and natural worlds over time, space, and culture, you will discover the interconnectedness of the human and natural worlds and the concept of sustainability.

To fulfill this requirement, select one course in level 2 or 3 that has a Sustainability component as noted with ^{PS}.



- Level 3: Connections
- Level 2: Discovery Exploration
- Level 1: Foundations

REVIEW CONNECTIONS COURSES

REVIEW THE EXPLORATION AND DISCOVERY COURSES

REVIEW THE FOUNDATION COURSES



Students progress through Levels 1, 2, and 3. Typically 30-32 CR.

Level 1 Categories

- Writing
- Oral and Digital Literacy
- Quantitative Literacy
- Inquiry and Engagement

Level 2 Categories

- Personal Wellness
- World Language and Culture
- Artistic Theory and Practice
- Scientific Literacy with a Lab
- Science and Technology
- Societies and Culture

Level 3 Categories

- Local & National Perspectives
- Global Perspectives

Some WMU programs (typically high-credit and/or outside accredited) limit WES choices.

WES is built on several principles and concepts:

- **Flexible.** Provides students with choices and agency to build their own paths.
- **Outcomes-Based.** Designed not on required courses, but on common broad learning student learning outcomes (SLOs).
- **Scaffolded.** Skills developed in levels 1 & 2 are reinforced and expanded in level 3.
- **Interdisciplinary.** Student pathways provide conceptual connections from broad perspectives.
- **Transfer-friendly.** Michigan Transfer Agreement (MTA) provides credit for levels 1 & 2.

WMU encourages several potential student perspectives for considering WES:

<p>The Professional Path: “I’m strategically using WES courses to enhance my future professional career.”</p> <ul style="list-style-type: none"> This student is laser-focused on adding skills, experiences, and perspectives. <p><i>“I’m a Mechanical Engineer, but I also know that effective communication and presentation skills will enhance my ability to communicate complex concepts to internal and external audiences.”</i></p>	<p>The Personal/Passion Path: “I’m a XXXXX major, but I also really love YYYY and ZZZZ.”</p> <ul style="list-style-type: none"> This student has interests and passions that may or may not be connected to their career plans but wants to explore something in addition to their primary program. <p><i>“I’m an education major and I am also passionate about nature studies and environmental issues.”</i></p>	<p>The 'Pursue and Explore' Path: “I pick interesting things.”</p> <ul style="list-style-type: none"> This student loves learning and finds interesting paths and ideas to pursue. A focus? Maybe, but not necessary. <p><i>“I’m majoring in business, but I’m taking 'Culinary Tourism' (GEOG 3200) because it sounds cool.”</i></p>
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Note: These aren’t mutually exclusive.

Departmental Administrative Responsibilities

Departments are responsible for managing their WES course portfolio, including the following:

- Knowing and managing their overall WES portfolio, including courses, levels, identified SLOs, and submitted WES course assessment plans.
- Ensuring that all WES courses are taught in a regular rotation.
- Knowing and communicating WES course cyclic review rotations and ensuring on-time submissions.

Chairs should communicate regularly with all instructors teaching a WES course, informing them of identified course SLOs, the overall assessment procedures for that course, and their responsibility to complete the identified Elearning assessment each semester.

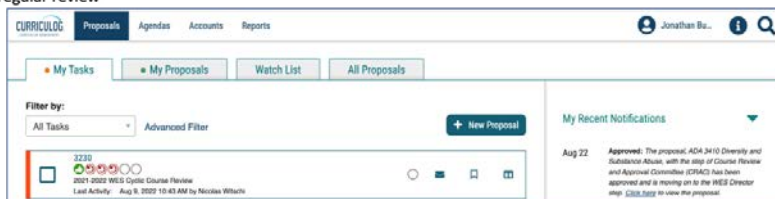
Departments also must manage their courses through their College Curriculum and Faculty Senate committees for approval and assessment/re-approval purposes, including the following:

- Submitting new/revised WES course proposals by **October 31** for review and approval for the following Fall semester.
- Courses for 2022 WES cyclic review are due by **November 18, 2022**

Y1 (2021-22)	Y2 (22-23)	Y3 (23-24)	Y4 (24-25) Program Review
Writing	Local/National	Global Perspectives	Program review team will include a subcommittee: members of Executive Advisory, CRAC, UG Studies Council
Societies and Culture	Science/Tech with lab	Artistic Theory & Practice	
World Languages/Cultures	Science/Tech	Personal Wellness	
Oral/Digital	Inquiry/Engagement	Quantitative Reasoning	

- Sustainability and D/I SLO’s reviewed during the regular review

Departments propose, submit, and track all WES proposals, revisions, and cyclic reviews via <https://wmich.curriculog.com/>



Faculty Responsibilities

Faculty and departments have academic freedom and agency to teach, innovate, and revise their courses to meet their needs and the needs and interests of their students as desired, within the following guidelines:

- Know and understand the stated SLOs for the course.*
- Keep the integrity of the class and the stated SLOs, areas, and levels intact.*

- *Conduct the assessment each semester*

"I'm teaching a WES Course: What should I do?"

Before the semester

- If you don't already know, be sure to find out if your course is listed as WES: <https://wmich.edu/classlookup/> Learn the WES area, level, and identified student learning outcomes (SLOs).
- Then, explore the SLOs and outcome rubrics at <https://wmich.edu/facultysenate/wmuessentialstudies>
- Ask your Department Chair for your WES course assessment plan.
- Go to your Elearning site and find your WES Assessment. It will be preloaded as in the 'grading' section of your shell. (NOTE: It might not be loaded until after Census). It does not connect with your grading system. **DON'T DELETE IT!**

During/ending the semester (as appropriate)

- While teaching, occasionally review the stated SLOs as needed.
- Complete your WES student assessment in Elearning.

The best WES assessment plans are integrated into instruction and include minimal additional effort for faculty

After the semester

WES Assessment Overview

Ongoing and appropriate assessment is an important aspect of WES. **This includes two types of data:**

- **Student Learning Outcomes.** (Overall and by level and category). Also considered within individual colleges and departments. Designed to assess and understand the efficacy of the WES program offerings in meeting our stated SLOs. This data are also core components of our HLC responsibilities.
- **WES Offerings and Course Information.** Designed to help colleges and departments make decisions about their WES offerings.
 - Current and trending course enrollments
 - Popular or trending SLOs
 - Department and College WES course portfolios
 - WES Course scheduling/modes of instruction
 - *And all other items desired*

Collected WES data are non-identifiable and cannot be used for any personnel or resource allocation decisions by WMU administration. Data can be used by individual instructors for their own use. Specifics on use, limitations, and access are described in WMU Faculty Senate MOA

Each Fall Semester (typically mid-November), Merze Tate College and WMUx will produce and disseminate an annual WES Assessment report, with breakouts of all SLOs and offerings, collated university-wide, and with specific reports for each college and department. This assessment will help WMU and colleges and departments, better shape, revise, and grow our WES offerings. The annual WES Data Review Seminar will occur late November/early December and provide faculty and administration with a venue to review and discuss data results. We encourage departments to conduct their own annual reviews of WES data.

Departmental Opportunities: Making WES Work for You

WMU Essential Studies provides opportunities for departments to advance their disciplinary needs and interests. These questions can guide departments in building and shaping their WES course portfolios.

<p>“We want to serve more students” <i>Departments can use WES to give interested students opportunities to engage in their discipline in addition to their chosen major/minor without adding any additional credit hours to their degree program.</i></p>	<p>“We’re looking for academic partners” <i>Departments can use WES to enhance their major/minor students’ experiences by leveraging related courses taught by other departments without having to expend additional departmental resources.</i></p>
<p>Review your WES offerings. <i>Do you have</i></p> <ul style="list-style-type: none"> • A wide array of level 1 and 2 courses? • Multiple no-pre-req level 3 courses? • Connections to multiple SLOs and areas beyond your department? • WES courses designed to appeal to large/specific major or interest groups? <p>Review your programs. <i>Do you have</i></p> <ul style="list-style-type: none"> • Minors or concentrations that can be efficiently satisfied solely or partially by students as they complete WMU Essential Studies? • Existing informal pathways that can engage student interests while fulfilling WES? • Identifiable interdisciplinary connections? <p>Review your resources. <i>Are there</i></p> <ul style="list-style-type: none"> • Faculty interested in teaching WES courses to ensure regular offerings? • Time/day slots or alternative (online/hybrid) that allow students to take your WES courses? 	<p>Review your WES offerings. <i>Do you have</i></p> <ul style="list-style-type: none"> • Enough resources to staff your current WES courses? • A built-in program level 3 course? • Connections to multiple SLOs and areas beyond your department? <p>Review your programs. <i>Do you have</i></p> <ul style="list-style-type: none"> • Minors or concentrations that can be efficiently satisfied solely or partially by students as they complete WMU Essential Studies? • Room in your curricula that allow students to engage in academic interests outside of the major/minor? • Traits, skills, or interest areas in your discipline that would be enhanced by courses offered in other departments? <p>Consider Outside Resources. <i>Are there</i></p> <ul style="list-style-type: none"> • Existing WES courses in other departments of interest to you and your students? • Potential opportunities with other departments to develop new WES courses to serve your majors/minors?

WMU Administration and Support

WMU Essential Studies is organized under the WMU VP of Academic Affairs; administration and program management (including assessment) is supported through Merze Tate College and WMUx.

WES is governed by **Faculty Senate**. It has the lead on all WMU Essential Studies decisions and recommendations to administration, with the input of these governance committees:

- **WMU Essential Studies Executive Advisory Committee** oversees the implementation, assessment, and revision of the WMU Essential Studies curriculum.
- **WMU Essential Studies Course Review and Approval Committee (CRAC)** reviews and approves WMU Essential Studies course proposals, including cyclic reviews.

All WES course proposals and revisions also go through relevant department and college-level curriculum committees.

The following resources provide detailed information on WES:

- **Student-focused information:** <https://wmich.edu/essentialstudies>
- **'Making WES work for You' (student profiles)** <https://wmich.edu/essentialstudies/customize>
- **(Video) "WMU Essential Studies: 'It's all about choice'"** [youtube.com/watch?v=gcc91FEhlgY&t=1s](https://www.youtube.com/watch?v=gcc91FEhlgY&t=1s)
- **Faculty Senate/WES Resources for Instructors** <https://wmich.edu/facultysenate/wmuessentialstudies>

The **Instructional Technology Center** (ITC) provides regular 'drop-in' sessions for WES chair and instructor assistance with Elearning and assessment: <https://tinyurl.com/mvyjfx2>

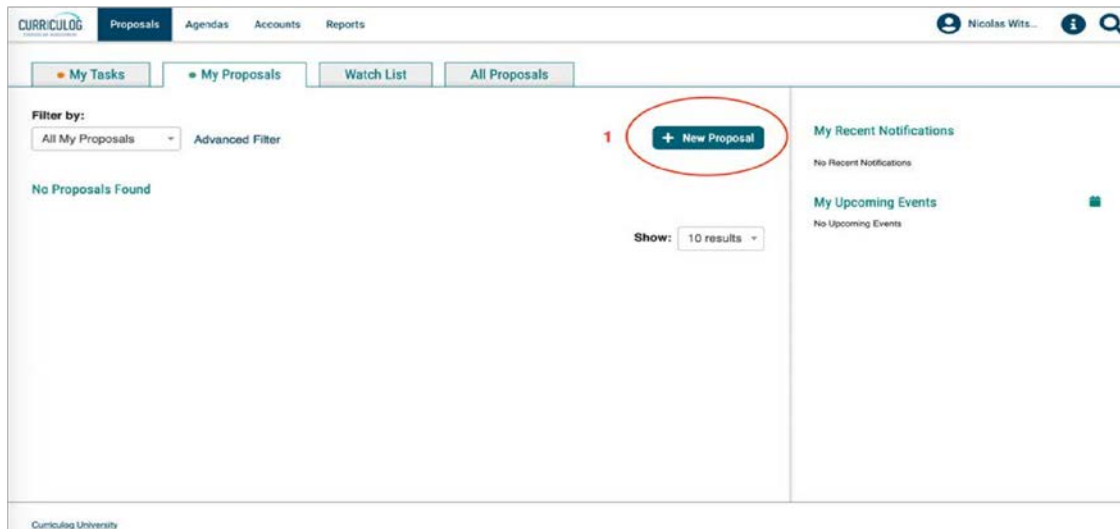
WMU Essential Studies Contacts

- *Jonathan Bush*, WMU Essential Studies Faculty Director, jonathan.bush@wmich.edu
 - All department and instructional issues; department and program initiatives. Outreach and assistance for faculty in course development or revisions
- *Randy Ott*, Senior Director, Academic Collaboration, Merze Tate College; randy.ott@wmich.edu
 - Assessment data/specific assessment requests; questions SLOs and levels. Access to your WES course assessment plan archive. Liaison to advising, admissions, and marketing.
- *Nic Witschi*, Interim Curriculum Manager, nic.witschi@wmich.edu
 - Curriculog questions or issues; questions about accreditation, transfer agreements, or other broad curricular matters.

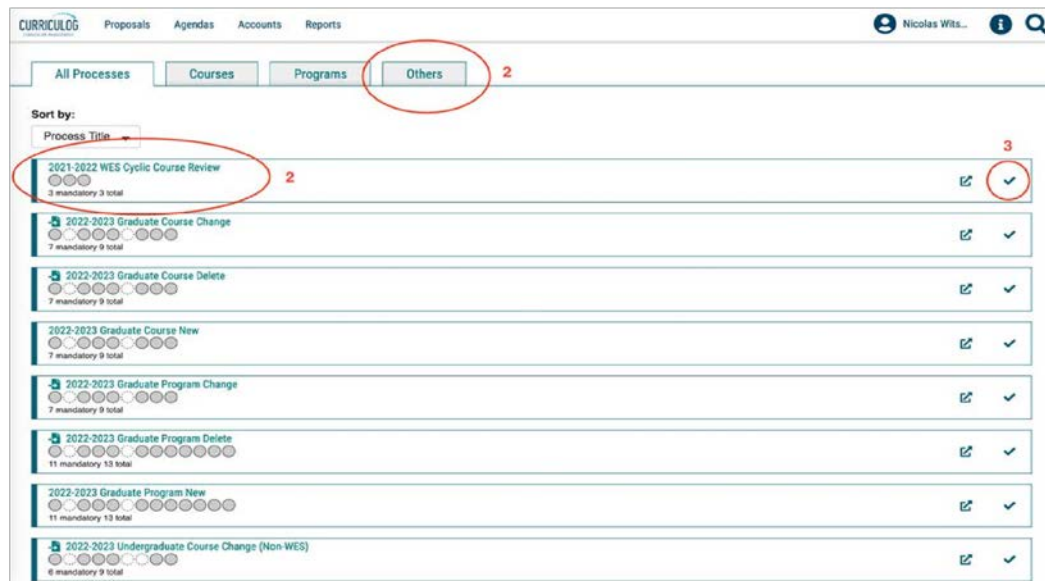
Appendix H – Guide for Submitting a WMU Essential Studies Course for Review

Log into wmich.curriculog.com using your Bronco NetID.

STEP 1: ensure that the PROPOSALS tab is highlighted at the top, then click “New Proposal”



STEP 2: Locate the WES Review submission template either at the top of the list of templates OR by clicking the tab for OTHERS . . .



STEP 3: . . . and click the checkmark at the far right to start a new submission.

Curriculog

Proposals Agendas Accounts Reports

Nicolas Wits...

New Proposal 11/9/2021 8:52 pm
2021-2022 WES Cyclic Course Review
unlaunched

Import Save All Changes **Validate and Launch Proposal**

Proposal Help

Course Review Questionnaire

Thank you for participating in the WMU Essential Studies Cyclic Course Review! Our goal is to improve the program and remove barriers, and your feedback is vital to the course and program review process. The WMU Essential Studies Executive Committee and the Course Review and Approval Committee appreciate you sharing your experiences with teaching WES courses. The questions below are intended to solicit feedback that will help everyone share and develop best practices.

4

Department*

Select an option

Please select your home department from the dropdown menu

Course Prefix, Number, and Title*

please indicate the prefix, number, and title of the course being submitted for review (a.g., UBSK1000 Underwater Basket Weaving)

Save All Changes Validate and Launch Proposal

Approval Steps

Originator Incomplete

Participants

Nicolas Witschi

Step Details

Course Review and Approval Committee (CRAC) Incomplete

Participants

Step Details

WES Director Incomplete

Participants

Step Details

5

Steps to Approval

Files

Crosslistings

Proposal Lookup

STEP 4: Answer the prompts and questions on the left half of the screen. **For the narrative questions, 2-3 sentences each are certainly sufficient.**

STEP 5: At the far right, click the tab labeled “Files” to bring up a button that enables you to select and upload attachments from your computer. **Browse for a recent syllabus and the current assessment plan for the course, click Upload to attach them to the submission.**

Curriculog

Proposals Agendas Accounts Reports

Nicolas Wits...

New Proposal 11/9/2021 9:26 pm
2021-2022 WES Cyclic Course Review
unlaunched

Import Save All Changes **Validate and Launch Proposal**

Proposal Help

Course Review Questionnaire

Thank you for participating in the WMU Essential Studies Cyclic Course Review! Our goal is to improve the program and remove barriers, and your feedback is vital to the course and program review process. The WMU Essential Studies Executive Committee and the Course Review and Approval Committee appreciate you sharing your experiences with teaching WES courses. The questions below are intended to solicit feedback that will help everyone share and develop best practices.

6

Upload File

5a

File Browse... No file selected.

Upload

5b

Attached Files

2100 Syllabus Online Summer 2 2021.pdf
uploaded by Nicolas Witschi, 11/9/2021 9:27 pm

Steps to Approval

Files

Crosslistings

Proposal Lookup

STEP 6: Click “Validate and Launch Proposal” and follow the prompt to create the submission.

... ALMOST DONE ...

Once launched, your proposal should be visible, but it has not yet been forwarded for review. Here you have one more chance to edit and refine your submission. When you're ready ...

The screenshot shows the CURRICULOG Proposals interface. On the left, a sidebar displays the proposal title 'ENGL2100 Film Interpretation 2021-2022 WES Program Review' and a 'Course Review Questionnaire' section. The main area is titled 'Your Decision' and contains a form for making a decision. The form includes a question 'What would you like to do with this proposal?' with two radio button options: 'Approve' (selected) and 'Reject'. Below this is a text area for 'Please comment on your decision below.' and a 'Make My Decision' button. To the right of the 'Make My Decision' button is a red circle containing a checkmark icon. The bottom section of the form shows 'Current Step Activity' with a progress bar for 'Originator' (Working) and a list of participants (Nicolas Witschi). A 'Totals' section shows 'Users Approved: 0' and 'Users Rejected: 0'. A sidebar on the right contains icons for Discussion, Workflow Status, Signatures, Files, Decisions (highlighted with a red circle), Custom Route, Crossratings, and Proposal Lookup.

STEP 7: ... click the tab at the far right for “DECISIONS.”

STEP 8: Click “Approve” and ...

STEP 9: ... click “Make My Decision.” This last step submits the proposal to the next person or group in the approval workflow, which for this proposal will be the WMU Essential Studies Course Review and Approval Committee.

NOW you're done. Thank you!

Questions? Concerns? Suggestions or ideas? Let me know at nicolas.witschi@wmich.edu

**APPENDIX I – WMU Essential Studies Course Cyclic Review
Checklist and Assessment Form**

Cycle #1 Review in 2021-22

(WMU Essential Studies Course Review and Approval Committee completes this form)

Course Number and Title: _____

Select the course category:

Check for Diversity/Inclusion or Planetary Sustainability:

☐ Writing

☐ Diversity/Inclusion (D/I)

☐ Societies and Cultures

☐ Planetary Sustainability (PS)

☐ World Languages/Cultures

☐ Oral/Digital

Recommendation:

_____ Meets Review Process Expectations

_____ Meets Expectations with Feedback/Recommended Changes Below

_____ Does Not Meet Expectations and Significant Changes Recommended Below

General Criteria	Yes	No	N/A
Course Category Fit:			
The course fits the level and course category and <i>if applicable</i> , the intent for the Diversity/Inclusion or Planetary Sustainability outcome. Comment as necessary.			
Course Syllabus:			
Syllabus explicitly states the WMU Essential Studies Program Level			
Syllabus explicitly states the WMU Essential Studies Course Category			
Syllabus explicitly states the WMU Essential Studies SLOs for the category			
Pre-requisites:			

Course pre-requisites (or co-requisites) are appropriate for the course and level. Comment as necessary.			
Catalog Language:			
Course description states the WMU Essential Studies Course Fulfillment Category			
Course description states Diversity/Inclusion and/or Planetary Sustainability Fulfillment <i>if applicable</i>			
For Level 1- Foundations Courses in the Writing or Oral and Digital Communication Course Categories:			
One assignment relates to one of the following themes: sustainability, diversity and inclusion, global awareness, or a “Real-World Problem” or “Big Question”. Comment as necessary.			

Assessment Criteria	Yes	No	N/A
For each SLO, including D/I and PS <i>if applicable</i> , is there a learning activity identified to assess student learning? Please comment as necessary.			
SLO #1			
SLO #2			
For each SLO, including D/I and PS <i>if applicable</i> , is the assessment feasible? Please comment as necessary.			

SLO #1			
SLO #2			
For each SLO, including D/I and PS <i>if applicable</i> , does the timing of the assessment seem effective? Please comment as necessary.			
SLO #1			
SLO #2			

APPENDIX J – WMU Essential Studies CRAC Course Review Decision Tree

WMU Essential Studies - CRAC Course Review Decision Tree

