

CCRC Preliminary Report—EXECUTIVE SUMMARY

Attached to this Executive Summary is a preliminary draft of the College Curriculum Review Committee’s Full Report that will eventually be forwarded to the Committee on Academic Planning (CAP) for consideration. Following individual meetings with CAP, Departments, and Programs in October and November (2018), this draft provides the most recent summary of the Committee’s findings and recommendations. We welcome questions, feedback, and suggestions.

This report is the culmination of several years work, beginning with the Best Practices Task force charged with reviewing the “state of the field” in general education (spring 2017), followed by the formation of the College Curriculum Review Committee (CCRC) in September 2017. Its 20 members include 14 faculty representing all divisions of the College, 3 students, and 3 faculty-administrators. The Committee spent most of the 2017-18 academic year gathering data, holding focus groups with students and faculty, and conducting extensive surveys of students, faculty, and alumni in an effort to develop a new set of Student Learning Outcomes (SLOs) to replace the “Core Education Competencies” finalized by Department Chairs in August 2014.

The new SLOs, presented in the May 2018 Faculty Meeting, were tentatively approved by faculty in a straw poll. While aspirational, the new SLOs served as targets as we reviewed a wide range of curriculum options designed to achieve them. The Committee then spent fall 2018 deliberating, ultimately agreeing on a tentative core curriculum structure, which was presented in 29 meetings with Departments and Programs throughout the late fall.

Our recommendations below fall into two categories: recommendations for immediate adoption and recommendations requiring further development. This highly condensed Executive Summary provides a description of each recommendation along with a brief rationale. For full contextualization and more detailed support, please reference the Full Report.

CCRC Preliminary Recommendations for Adoption

1. *Distribution Requirements—Moving from Divisions to Knowledge Areas & Global Citizenship Requirements:*

Recommendation on Knowledge Areas:

Students would be required to take one course in each of eight Knowledge Areas. No more than two of a student’s eight required Knowledge Area courses could be taken in any one department, and overall at least six of the eight Knowledge Area requirements must be from different departments.

The shift from “Divisional” to “Knowledge Area” distribution requirements is the most significant recommendation in this proposal. In essence, we contend that the Knowledge Areas more effectively communicate the course content, skill, and/or “way of knowing” than the ambiguous “Divisions” do now. The Knowledge Areas also address some of the confusing pairings within the current Divisional groupings. The support and rationale for this recommendation, however, cannot be condensed to a “brief justification.” We encourage readers to review the “detailed explanation” section in the Full Report.

Knowledge Areas (8)	
➤	Literature
➤	Visual and Performing Arts
➤	Historical Studies
➤	Systems & Traditions of Thought, Meaning, and Value
➤	Societies and Cultures
➤	Social and Behavioral Sciences
➤	Mathematical Reasoning and Quantitative Data Analysis ¹
➤	Natural and Applied Sciences

Recommendation on Global Citizenship Areas:

Students would also be required to take one course in each of the three Global Citizenship areas. Such courses could also count toward the Knowledge Area requirements (i.e., double-dipping allowed), but a course may count toward *no more than one of the areas.*

Global Citizenship (3)	
➤	Cross-Cultural Analysis
➤	Diversity and Community in the United States
➤	Ethical Reasoning/Inquiry

¹ The Mathematical Reasoning and Quantitative Data Analysis knowledge area requirement would replace the current Core Curriculum Quantitative Reasoning (QR) requirement.

Issues with the current Cultural Diversity requirement have been reviewed and documented by CAP already. There are currently more than 250 approved CD courses. These approved courses reflect a conflation of two different “cultural diversity” goals—one being a course that exposes students to a society or culture significantly different from their own (i.e., a “non-western” course as it is often designated); the other objective being a course that focuses on differences of race, ethnicity, gender, sexuality, and so forth, what some schools label “human difference.” CCRC’s proposal effectively decouples these two objectives. Obviously, this proposal would replace the current Cultural Diversity (CD) Core requirement. The Ethical Reasoning/Inquiry requirement reflects the addition of a new student learning outcome that many schools have added and one that is prominent among AAC&U’s LEAP objectives as well. Approved courses will encourage students to reflect upon human values, character, and conduct, and empower them to become ethical agents in their communities, both at Wake Forest and beyond.

2. Writing Requirements

Based upon a Writing Program report (2013), we recommend phasing out the Writing 111 AP 4 exemption by AY 2021 and the AP 5 exemption by AY 2023. Students who earn a qualifying score on the AP Lang/Comp exam will receive advanced placement into a higher-level writing course, specifically WRI 210, WRI 212, or another (new) WRI course at the 200 level. In addition, students will need to complete a second “intensive writing” requirement, taken some time after their first year and after completion of one WRI class at Wake Forest. Implementation of these recommendations is contingent upon resource allocation from the Administration in the form of new faculty positions and faculty development opportunities to accommodate the incumbent writing enrollment increases.

At present, approximately one-third of incoming students are exempted from taking the WRI 111 requirement by scoring a 4 or 5 on either of the AP Language/Composition exam or the Literature/Composition exam. Following a recommendation submitted by the Writing Program faculty, the Committee concluded that “AP” work completed while in high school would more appropriately serve for “advanced placement” (as the name suggests) rather than exemption. The great majority of students who are currently exempted from WRI 111 based on AP scores will not take a writing course at Wake Forest before they graduate. Given that surveyed faculty (80% response rate) ranked “writing clearly and effectively” as one of the two most important learning outcomes for our students, the general *lack* of emphasis on writing instruction in the Core Curriculum seemed an obvious lacuna.

3. Foreign Language Requirement

The Committee recommends maintaining the existing 4th semester (200-level) language requirement. In addition, we recommend giving students the option to take all 100-level language classes pass/fail.

This set of recommendations meets our goals for the language requirement in that it assures that students achieve a solid intermediate level of language proficiency and that the courses required to reach that level are more accessible and manageable across different languages. Although there are a wide range of foreign language policies across higher education, Wake Forest is not out of line with its 4th semester language requirement compared to our cross-admit schools. The goal is for students to achieve an intermediate level of proficiency that will enable them to communicate effectively in both spoken and written form and engage directly with the cultural heritage of native speakers. Allowing students the option of taking 100-level language courses pass/fail is intended to encourage students to try languages beyond those offered most commonly in high schools by reducing perceived negative factors (difficulty of a new language over more semesters) from starting a new language. Experience in the Spanish Department suggests that taking these courses pass/fail does not adversely affect their performance in the 200-level course. Note that in Spanish, “pass” requires a C or better, which is the same grade required to transfer credit from another university to WFU.

4. *Health & Exercise Science Requirement*

Recommendations on HES Requirements:

- i. Maintain the requirement of HES 100 (Lifestyle and Health; 1-h) for all students. This supports the larger wellbeing emphasis within the College and addresses important areas of concern for student success.
- ii. Offer HES 101 (Exercise for Health; 1-h) and HES 112 (Sports Proficiency; 1-h) as elective courses. While these are important courses for many students, they are not deemed essential when weighed against the other demands on the Core Curriculum.
- iii. If FYE 101 (First Year Experience) becomes a required course for all students (see below), CCRC recommends that the College examine ways that FYE and HES 100 might be merged or linked so that all students take it in the first year. These courses clearly share objectives in terms of student wellbeing.

At present, all students are required to take HES 100 (Lifestyle and Health) & HES 101 (Exercise for Health). For varsity athletes and ROTC students, HES 112 (Sports Proficiency) substitutes for HES 101. Relatively few of our peer and aspirational schools have an “Exercise for Health” course requirement, and since opportunities to engage in self-selected physical activity appropriate to the needs, abilities and interests of our students have proliferated on/near our campus, the Committee (with helpful feedback from HES faculty) deem “Exercise for Health” to be best suited as an elective course option. Additionally, research presented by the First Year Experience Commission and by HES faculty emphasize the benefits of formal lifestyle and health instruction, and thus, the Committee recommends retaining the HES 100 requirement as part of the Core Curriculum. The Committee recognizes that changes to the HES 100 course content and learning outcomes may come about in cooperation with FYE 101 if the two are merged or linked as a first-year requirement for all students in the future.

5. *Formal Adoption of SLOs*

Last May, CCRC presented a new set of Student Learning Outcomes to faculty for tentative approval. In a straw poll, faculty approved these SLOs, which served as goals and yardsticks for considering possible new Core Curriculum requirements. The Committee made every effort to formulate curriculum requirements to achieve the SLOs tentatively approved by the Faculty. Unfortunately, the Committee concluded that several SLOs, or elements within them, are not achievable at this time given available resources.

The final recommended SLOs are shown below with full descriptions in Appendix 6 of the Full Report. To see how these learning outcomes overlay with the proposed Core Curriculum requirements, see Appendix 7.

Intellectual Abilities, Competencies, Skills

- Written & oral communication
- Critical & analytical thinking²
- Quantitative literacy & applied data analysis
- ~~Information literacy~~
- Arts literacy ~~& creative expression~~

Personal and Social Responsibilities

- Intercultural knowledge & cultural competence
- Ethical reasoning ~~& action~~
- ~~Civic knowledge & engagement~~
- Integrated and Applied Learning

² This includes critical reading (texts), critical viewing (television, film, documentaries, art, visual media), and critical listening (presentations, speeches, etc.).

Instead of abandoning these few learning outcomes (which cannot be achieved directly by completion of one of the currently recommended knowledge area, global citizenship, writing, foreign language, or HES course requirements), the Committee recommends shifting them to a list of “aspirational” learning outcomes to be tracked, assessed, and creatively pursued for as many students as possible. The list of aspirational learning outcomes would become:

- Information literacy
- Creative expression
- Civic knowledge & engagement
- Ethical action

CCRC Preliminary Recommendations Requiring Further Development

The Committee considered several recommendations that will require further research and development. CAP and the Dean’s Office should collaborate with the appropriate standing committees or form ad hoc committees as needed to advance these recommendations.

1. First Year Experience FYE Seminar

The First Year Experience (FYE 101) two-year pilot course was created by the Office of Academic Advising under the Dean of the College with extensive collaboration with Campus Life partners as part of a broader effort to extend the incoming student orientation experience and make learning about the transition to college more meaningful and enduring. The course is organized around three “pillars” for smooth transitioning: academic success; wellbeing; and living in community.

CCRC was impressed with the FYE 101 pilot and its fit with the revised SLOs. Questions remain with respect to how this course is to be delivered, its curriculum structure, and resources needed to accommodate approximately 1400 students each year. Given these unresolved questions and the likely multi-year build-up that would be required to accommodate all incoming students, CCRC concluded that future development of this seminar should be the purview of a collaborative effort between CAP and the Dean’s Office. Based on the information in hand, CCRC strongly supports such a developmental effort.

2. First Year Seminar FYS

CCRC supports the established FYS learning outcomes and concluded that FYS 100 remains a worthwhile requirement for all students. If, at some point, the FYE 101 seminar becomes a requirement of all first-year students, the College may want to consider adapting FYS 100 accordingly. Indeed, the Committee discerned several advantages in moving the FYS to the second year (i.e., SYS). See the full report for more detail.

3. ePortfolio

An ePortfolio is a collection of text, images, media, and other electronic evidence of learning that is assembled and managed by each student with guidance and coaching by faculty and the institution. Well-designed ePortfolio systems serve four overlapping functions over time. Initially they document individual students' personal learning goals and early skills development. As students progress, ePortfolios document their skills and competencies in one or more topics or domains. When students approach graduation, their ePortfolios showcase exceptional work for potential employers or professional schools. Finally, an ePortfolio is a space for self-realization and self-expression throughout a student's college career.

Along with the President’s 2018 Commission on First Year Experience, the CCRC Committee strongly supports a thorough review of ePortfolios because many of the potential benefits support key learning outcomes of our Core Curriculum. In particular, ePortfolios, managed effectively, have enormous potential to foster integrative learning, perhaps the most important new student learning outcome identified by CCRC.

CCRC Preliminary Report—FULL REPORT

I. Preface

This is a preliminary draft of the College Curriculum Review Committee's Report that will eventually be forwarded to the Committee on Academic Planning (CAP) for consideration. Following individual meetings with 29 departments and programs in October and November (2018), this draft provides the most recent summary of the Committee's findings and recommendations. We welcome questions, feedback, and suggestions.

Our Core Curriculum—representing 40+ hours of credit in a student's overall degree—is a direct manifestation of our liberal arts values and should itself have a stand-alone identity as a coherent, connected, and defined general education program. It should not be perceived as a mere sampling of introductory courses in several disciplines. The CCRC's recommended Core structure and the language around each of its requirements present an integrated curriculum based on knowledge areas and other requirements that together specify what constitutes the College's foundational learning stemming from and also broadening the scope of disciplinary knowledge.

The resulting recommendations outlined in this report fall into two general categories. The first are recommendations to be formally adopted and instituted by the Faculty and Administration. CCRC recommends separate faculty votes on each of these proposals. The second set of recommendations will require further development, assessment, and resources. Ultimately, these options could be brought forward by CAP for an official Faculty vote at the appropriate time.

II. Background and Timeline

The last *comprehensive* review of the College's Core Curriculum¹ was completed twenty years ago (1999). The most significant proposals coming out of that review were for the introduction of Cultural Diversity and Quantitative Reasoning requirements (which are still operative today). No other changes to the basic and divisional distribution requirements were recommended. Six years later (AY 2005-06), the Committee on Academic Planning (CAP) conducted a focused review of the Core's size, ultimately recommending a substantive reduction in the number of divisional distribution requirements from 12 to 8. That recommendation was passed in a close faculty vote. In the course of its review, CAP noted that a number of schools were instituting innovative changes in their general education curriculum requirements. While a comprehensive review was beyond the capacity of CAP at that time, the committee urged forming an ad hoc committee "within 5 years [by 2010]" to consider an assessment and revision of the core structure (April 2006 Report).

In the spring of 2017, Dean Gillespie formed a Best Practices Task Force charged with reviewing the "state of the field" in general education. Key findings and observations of the Task Force included:

1. Significant general education curriculum reviews at many peer and aspirational schools over the previous 10-15 years, which have yielded numerous innovative approaches and distribution structures.
2. Following the Association of American Colleges and Universities (AAC&U) well publicized LEAP campaign recommendations, many schools have updated their Student Learning Outcomes to include skills and ways of knowing, such as information literacy, applied data analysis, civic engagement, teamwork & problem solving, ethical reasoning, and integrative & applied learning.
3. A notable shift from the traditional liberal arts and discipline-based distribution requirements (Humanities, Fine Arts, Social Sciences, Mathematics, and Natural Sciences) to more clearly defined knowledge areas and ways of knowing.

The Task Force presented its findings to Department Chairs at their May 2017 retreat and recommended forming an ad hoc committee to conduct a comprehensive Core Curriculum review. The Chairs unanimously agreed.

¹ To be clear about language, the "Core Curriculum" at Wake Forest includes "Basic" requirements (FYS 100, WRI 111, 200-level foreign language, HES 100 & 101), "Divisional" requirements (8 courses in Divisions I-V), and additional requirements (Cultural Diversity and Quantitative Reasoning). Our "Core Curriculum" is equivalent to "General Education" or "Gen Ed" in the parlance of Higher Education. We will utilize all of these terms throughout this document.

In the September 2017 College Faculty meeting, Dean Gillespie announced the formation of the College Curriculum Review Committee (CCRC). Its 20 members include 14 faculty representing all divisions, 3 students, and 3 faculty-administrators. See [Appendix 1](#) for a full list of committee members. It was agreed that the CCRC would report its findings and recommendations to the standing faculty Committee on Academic Planning (CAP) and involve CAP members in its process as much as possible.

The CCRC’s charge was to “conduct a comprehensive review of the College’s general education requirements and recommend revisions that will best serve the interest and needs of our students.” While certainly cognizant of and sensitive to the significant ways curriculum changes may affect departments, programs, and faculty, both positively and negatively, the Committee has been resolute in its commitment to the *interest and needs of our students* throughout its review.

The Committee spent most of the 2017-18 academic year gathering data, holding focus groups with students and faculty, and conducting extensive surveys of students, faculty, and alumni in an effort to develop a new set of Student Learning Outcomes (SLOs) to replace the “Core Education Competencies” finalized by Department Chairs in August 2014 (see Table to the right). These competencies had been developed primarily for the purpose of designing an effective assessment regime in anticipation of the 2016 SACSCOC reaffirmation of accreditation. Put another way, they were developed with the current Core Curriculum in mind.

The current curriculum review offered a fresh opportunity for faculty to rethink what our student learning objectives *should be*, and then design a general education curriculum to meet those objectives (an AAC&U best practice approach). The new SLOs, presented in the May 2018 Faculty meeting, were tentatively approved by faculty in a straw poll. While aspirational, the new SLOs served as targets as we reviewed a wide range of curriculum options designed to achieve them. CCRC/CAP working groups met over the summer of 2018 to explore curriculum options and presented their findings and recommendations to the full CCRC Committee and CAP members at an August 2018 retreat. The Committee then spent the fall 2018 semester deliberating the many options presented, ultimately agreeing on a tentative core curriculum structure, which was presented in 29 meetings with Departments and Programs throughout the late fall. The questions and feedback from those meetings were invaluable and stimulated a new round of deliberations by the Committee with the involvement of CAP members.

Core Education Competencies for 2016 SACS Review	
<i>Fundamental Competencies</i>	
➤	Critical Reading
➤	Quantitative Literacy
➤	Communication
<i>Higher-Order Competencies</i>	
➤	Inquiry & Analysis
➤	Critical Thinking
➤	Creative Thinking
<i>Global Engagement Competencies</i>	
➤	Intercultural Learning
➤	Social Relevance

III. CCRC Preliminary Recommendations for Adoption

1. *Distribution Requirements—Moving from Divisions to Knowledge Areas & Global Citizenship Requirements:*

Recommendation on Knowledge Areas:
Students would be required to take one course in each of eight Knowledge Areas. No more than two of a student’s eight required Knowledge Area courses could be taken in any one department, and overall at least six of the eight Knowledge Area requirements must be from different departments.

Brief justification: The shift from “Divisional” to “Knowledge Area” distribution requirements is the most significant in this proposal. In essence, we contend that the Knowledge Areas more effectively communicate the course content, skill, and/or “way of knowing” than the ambiguous “Divisions” do now. The Knowledge

Knowledge Areas (8)	
➤	Literature
➤	Visual and Performing Arts
➤	Historical Studies
➤	Systems & Traditions of Thought, Meaning, and Value
➤	Societies and Cultures
➤	Social and Behavioral Sciences
➤	Mathematical Reasoning and Quantitative Data Analysis ²
➤	Natural and Applied Sciences

² The Mathematical Reasoning and Quantitative Data Analysis knowledge area requirement would replace the current Core Curriculum Quantitative Reasoning (QR) requirement.

Areas also address some of the confusing pairings within the current Divisional groupings. The support and rationale for this recommendation, however, cannot be condensed to a “brief justification.” Thus, we encourage readers to read the full “detailed explanation” sections below.

Detailed explanation: Perhaps the most significant area of change in Gen Ed requirements over the last twenty years, across all categories of colleges and universities that embrace a liberal arts foundation, is in the structure of distribution requirements. More specifically, there has been a notable shift from the traditional and broad disciplinary categories (humanities, fine arts, social sciences, mathematics, and natural sciences) to more explicit knowledge areas and/or “ways of knowing” that reflect the ideas and content of knowledge generated in as well as among disciplines. The table below reflects a handful of prominent schools that illustrate different examples of this trend. For others, see [Appendix 2](#) attached.

Duke (2 courses in each area)	Princeton	Stanford	Cornell (1 crs. in each of 10 areas)
Areas of Knowledge ➤ Arts, Literatures, and Performance (ALP) ➤ Civilizations (CZ) ➤ Natural Sciences (NS) ➤ Quantitative Studies (QS) ➤ Social Sciences (SS)	➤ Epistemology and Cognition (EC) —1 ➤ Ethical Thought and Moral Values (EM) —1 ➤ Historical Analysis (HA) —1 ➤ Literature and the Arts (LA)--2 ➤ Quantitative Reasoning (QR) —1 ➤ Science and Technology (STL/STN) —2 ➤ Social Analysis (SA)—2	Thinking Matters Requirement ➤ Aesthetic and Interpretive Inquiry (2) ➤ Social Inquiry (2) Scientific Method and Analysis (2) ➤ Formal Reasoning (1) ➤ Applied Quantitative Reasoning (2) ➤ Engaging Diversity (1) ➤ Ethical Reasoning (1) ➤ Creative Expression (1)	➤ Arts and Literature ➤ Global Citizenship ➤ Ethics and the Mind ➤ Biological Sciences ➤ Physical Sciences ➤ Science and Society ➤ Historical Analysis ➤ Statistics and Data Science ➤ Human Difference ➤ Symbolic and Mathematical Reasoning
Modes of Inquiry ➤ Cross-Cultural Inquiry (CCI). ➤ Ethical Inquiry (EI). ➤ Science, Technology, and Society (STS)			

At least two trends are evident in these and many other examples. The first is the more nuanced distinctions between categories of required courses as compared to the more traditional generic categories such as “humanities” or “social sciences.” The innovative categories reflect more specific course content and/or place greater emphasis on ways of knowing, both of which relate directly to the modified student learning outcomes adopted by these schools. They also help students articulate more clearly what they are gaining from a liberal arts education. The second trend, not unrelated to the first, are categories (highlighted in red in the table above) that blur the lines between established disciplines or departments. For example, one can easily imagine a course meeting the “civilizations” requirement at Duke taught in language, humanities, or social science departments; or a course meeting the “historical analysis” requirement at Princeton or Cornell taught in history, politics, religion, art, or areas studies departments, as indeed they are. The key to how much variation one might find among courses meeting a particular knowledge area requirement depends on how the school *defines* the course parameters for each category. Broadly speaking, this second trend reflects a growing acknowledgement of the interdisciplinarity already present in many fields of inquiry.

The Committee, guided by the College’s revised SLOs, explored a wide range of curricular options and distribution categories including some that would have been highly disruptive for both faculty and departments. As an example, try to imagine what implementing the Stanford model might entail. In the end, the Committee concluded that our current Core Curriculum is doing an effective job and is in no need of a **radical** overhaul. However, the ambiguity of our “divisions” does not help students understand and speak about their general education requirements in ways that complement learning in their majors and/or preparation for studies or work beyond Wake Forest. Thus, we endeavored to balance the needs and interests of our students in this rapidly changing landscape of higher education and employment with the feasibility of implementing a meaningful (even if not revolutionary) change for all involved—students, faculty, staff, and administrators alike. Accordingly, we settled on a curricular framework that effectively nuances the current divisional categories, but more clearly communicates the knowledge content and learning outcomes of courses

meeting a particular distribution requirement. The basic framework (including Knowledge Areas to replace Divisions, as discussed above, along with proposed Global Citizenship requirements, to be discussed later) is shown in the table below:

Knowledge Areas (8)	Global Citizenship (3)
<ul style="list-style-type: none"> ➤ Literature ➤ Visual and Performing Arts ➤ Historical Studies ➤ Systems & Traditions of Thought, Meaning, and Value ➤ Societies and Cultures ➤ Social and Behavioral Sciences ➤ Mathematical Reasoning and Quantitative Data Analysis ➤ Natural and Applied Sciences 	<ul style="list-style-type: none"> ➤ Cross-Cultural Analysis ➤ Diversity and Community in the Unites States ➤ Ethical Reasoning/Inquiry

To repeat, students would be required to take one course in each of eight Knowledge Areas. No more than 2 courses could be taken in any one department, and overall at least 6 of the 8 courses must be in different departments. This gives students some measure of agency in gravitating toward a department or discipline that interests them, but at the same time ensures diversity in the range of departments they encounter. For example, a student drawn toward the Arts may be naturally inclined to take an Art History course to meet the “historical studies” requirement, and a studio Art class to meet the “visual and performing arts” requirement. The Committee concluded that offering students some measure of autonomy was the better option given the slightly more restrictive structure relative to our current divisionals.

Some faculty have questioned this shift from “divisional” course requirements defined by departments to “knowledge area” course requirements with more descriptive categories such as “Systems and Traditions of Thought, Meaning, and Value” and “Societies and Cultures.” Why are these “Knowledge Areas” an improvement over the Divisions we have now, we were asked? The Committee discussed these issues at length over the course of its deliberations.

First, it is worth pointing out that the recommended Knowledge Area categories reflect an effort to address in a very general way some confusing pairings in the existing Divisions such as: History with Philosophy and Religious Studies in Division I; Mathematics/Statistics with the Physical and Natural Sciences in Division V; and the current lack of distinction between qualitative and quantitative Social Sciences in Division IV. Second, and perhaps most important, the shift from rather obscure “divisions” (from a student’s perspective) to “knowledge areas” is intended to communicate more clearly to students *why* they are taking a particular course for a particular requirement and what they should expect. In other words, the course content, skill, and/or “way of knowing” is more readily evident to both students and faculty (as well as outside audiences, such as accreditors, potential employers, prospective students and their families) in this new structure. Third, this is not a radical approach as suggested by the number of highly reputable colleges and universities that have already moved away from the traditional and broad disciplinary categories. Indeed, the shift toward more descriptive distribution categories—in terms of both content, skills, and ways of knowing—reflects the growing emphasis on well-articulated student learning outcomes.

Recommendation on Global Citizenship Areas:

Students would also be required to take one course in each of the three Global Citizenship areas. Such courses could also count toward the Knowledge Area requirements (i.e., double-dipping allowed), but a course may count toward *no more than more than one of the Global Citizenship areas.*

Global Citizenship (3)
<ul style="list-style-type: none"> ➤ Cross-Cultural Analysis ➤ Diversity and Community in the Unites States ➤ Ethical Reasoning/Inquiry

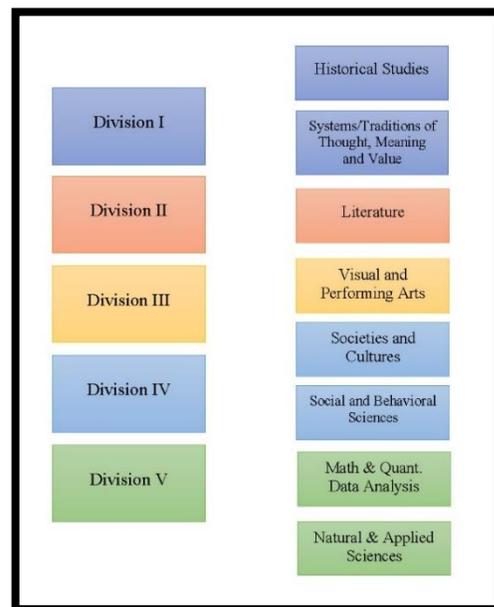
Brief Justification: Issues with the current Cultural Diversity requirement have been reviewed and documented by CAP already (see September 2016 CAP report to Faculty). There are currently more than 250 approved CD courses. These approved courses reflect a conflation of two different “cultural diversity” goals—one being a course that exposes students to a society or culture significantly different from their own

(i.e., a “non-western” course as it is often designated); the other objective being a course that focuses on differences of race, ethnicity, gender, sexuality, and so forth, what some schools label “human difference.” CCRC’s proposal effectively decouples these two objectives.

Detailed Explanation: According to the proposed Global Citizenship requirements, the Cross-Cultural Analysis requirement would ensure that all students explore and understand cultures and societies different from our own. The Committee and various other schools are divided on precisely what is sufficiently “different from our own.” The Committee is still deliberating this question. The “Diversity and Community in the United States” requirement is intended to expose students to the diverse makeup of the U.S. including issues of race/ethnicity, women, gender identity and sexual orientation, socioeconomic status, disability, religion, or immigration status.

Furthermore, the Ethical Reasoning/Inquiry requirement reflects the recognition and need for a new student learning outcome that many schools have added and one that is also prominent among AAC&U’s LEAP objectives. Approved courses will encourage students to reflect upon human values, character, and conduct, and empower them to become ethical agents in their communities, both at Wake Forest and beyond. Through engaging with diverse moral and cultural traditions, students will learn to evaluate competing ethical claims, recognize moral complexity, and respond thoughtfully to disagreement. They will also develop the capacity of reasoning, judgment, and character needed to make ethical decisions and lead ethical lives. While qualifying courses do not need to focus entirely on ethical reasoning, per se, they must allocate at least one-third of the semester to issues of ethics or morality in at least one tradition or cultural context.

Faculty have also expressed concern that these new Knowledge Areas and Global Citizenship areas will spawn a free-for-all as departments attempt to claim a piece of the Core Curriculum not previously accessible to them. “How will courses be vetted and who will be doing the vetting?” was the most frequent question in our meetings with departments. One possible process is outlined below. But before detailing this process for categorizing courses into Knowledge Areas, it is perhaps worth emphasizing again that the Committee chose to nuance—not fully erase—the current “divisional” structure. To put this in simple graphic terms, the image to the right depicts how we have envisioned links between the current Divisions and the proposed Knowledge Areas (based on like colors in the image). Equally important are the learning parameters for each Knowledge Area: what is to be learned and how it is to be learned. To this end, we have added qualifying statements to the definition of each Knowledge Area, and we have included suggestions to help illustrate linkages, such as: “Courses in this knowledge area will typically be drawn from X, Y, and Z departments.” See the revised descriptions and parameters of each Knowledge Area in [Appendix 3](#) for details. For example, “Systems/Traditions of Thought, Meaning, and Value” or “Societies and Cultures” are category titles meant to convey a *general sense* of the themes and topics students should expect from courses taken in these respective areas. But the full description of each Knowledge Area, which will be prominently highlighted online and in materials distributed to students, will provide a fuller sense of the intended meaning and content of each area. Moreover, the course parameters are designed to ensure that all courses falling under a particular knowledge area will meet very specific criteria and outcomes.



A Possible Knowledge and Global Citizenship Areas Course Approval Process

The Committee proposes long and short-term processes for categorizing courses according to Knowledge and Global Citizenship Areas. Long-term, it seems most practical to continue utilizing the Curriculum Committee for Core Curriculum course approvals. While it is currently up to Departments to determine which of their courses meet Divisional requirements, it is the regular responsibility of the Curriculum Committee to approve new courses as well as Cultural Diversity and Quantitative Reasoning status. So the Curriculum Committee could, in the long-term, continue reviewing course proposals as it has always done. Moreover, departments will continue to drive the process, proposing courses for approval to meet a particular Knowledge Area. As a general rule, CCRC recommends a restriction that any one course may qualify for no more than two Knowledge Areas.

The Curriculum Committee would be divided into 10 “sub-committees,” each assigned to a Knowledge or Global Citizenship area. The Table in [Appendix 4](#) shows one possible allocation of departments by area, based on discernable connections to the area in question.

If the Knowledge and Global Citizenship area requirements, as proposed herein, are approved by vote of the College faculty in Spring 2019, then the Committee recommends that these requirements take effect for new students entering in Fall 2020. This would require an accelerated review of a large number of existing courses for categorization according to Knowledge and Global Citizenship areas. This initial course review and approval process would occur in Fall 2019. Due to its accelerated nature and the up-front, one-time heavy load associated with reviewing a large number of existing classes, this would entail too much work to be managed by Curriculum Committee members alone, who also serve as Department Chairs. Thus, in the short term (AY 2019-20 only), CCRC proposes forming an Ad Hoc Curriculum Review Committee consisting of two faculty from each Department (nominated by Dept. Chairs). This Ad Hoc Committee would then be divided into 10 sub-committees, each responsible for reviewing course proposals for a Knowledge or Global Citizenship area. Again, the Table in [Appendix 4](#) shows a suggested allocation of department representatives by area for these implementation subcommittees.

It has also been suggested that CCRC conduct a preliminary review of *currently approved* Divisional courses and, where a fit is obvious, CCRC could pre-approve courses for Knowledge Areas. For example, it is likely that virtually all courses meeting the current Division II requirement would also qualify for the newly proposed Literature requirement. Courses qualifying for knowledge areas Visual & Performing Arts, Social and Behavioral Sciences, and Natural & Applied Sciences should also transfer easily from the current Division III, IV, and V divisional course listings. Where there is some ambiguity, CCRC would leave it to the Ad Hoc Curriculum Review sub-committees to evaluate existing divisional courses. And if a Department wants to propose additional courses or a current divisional course for a second Knowledge Area, these proposals would go through the Ad Hoc Curriculum Review sub-committees as well. The sub-committees for each respective Knowledge and Global Citizenship Area would submit their recommendations, including actual committee vote counts, to the full Curriculum Committee. If there are questions or concerns about the course proposal, the sub-committee may go back to the Department for a response or additional information. We envision this being a collaborative, not adversarial, process that will hopefully lead to an approved course that meets the objectives and criteria for the Knowledge Area in question. If a course proposal is rejected, the Department will have an opportunity to make its case in an appeal to the larger Curriculum Committee.

Finally, the Committee envisions an easy to manage web interface for Departments and Faculty to submit courses for approval. There are several good examples from other schools that could serve as models.³ Preliminarily, required information might include:

- Course title
- Knowledge or Global Citizenship Area
- Brief course description
- Support for why it meets the stated criteria for the Knowledge or Global Citizenship Area in question (scope, learning objectives, readings, assignments, etc.)
- Qualifications of faculty who will teach this course

This last one—faculty qualifications—came up a few times in our meetings with Departments as well as subsequent email queries. What happens if a professor in Biology wants to offer a course such as “Literature on Nature” to meet the Literature Knowledge Area requirement? Or an English faculty member wants to offer a course on “Religion and Literature” to meet the Systems & Traditions of Thought, Meaning, and Value” requirement? Or a professor of Mathematics proposes to teach the “History of Mathematics” to meet the Historical Studies requirement? Generally speaking, the Committee has considerable faith that the vast majority of College faculty will take their own training into consideration before venturing into a Knowledge Area that is beyond their scope of expertise and training. After all, faculty qualifications are part of the SACSCOC review of all courses offered within the College. So where a faculty member may be venturing beyond his or her obvious

³ For examples, see [Northeastern](#), [Boston College](#), and [Emory](#).

training, they should expect to demonstrate their qualifications as they would for normal SACSCOC accreditation requirements.

2. *Writing Requirements*

Recommendations on Writing Requirements:

Based upon a 2013 Writing Program report, we recommend phasing out the AP 4 exemption by AY 2021 and the AP 5 exemption by AY 2023. Students who earn a qualifying score on the AP Lang/Comp exam will receive advanced placement into a higher-level writing course, specifically WRI 210, WRI 212, or another (new) WRI course at the 200 level. In addition, students will need to complete a second “intensive writing” requirement, taken some time after their first year and after completion of one WRI class at Wake Forest. Implementation of these recommendations is contingent upon resource allocation from the Administration in the form of new faculty positions and faculty development opportunities to accommodate the incumbent writing enrollment increases.

Brief Justification: At present, approximately one-third of incoming students are exempted from taking the WRI 111 requirement by scoring a 4 or 5 on either of the AP Language/Composition exam or the Literature/Composition exam. Following a recommendation submitted by the Writing Program faculty (2013), the Committee concluded that “AP” work completed while in high school would more appropriately serve for “advanced placement” (as the name suggests) rather than exemption. The great majority of students who are currently exempted from WRI 111 based on AP scores will not take a writing course at Wake Forest before they graduate. Given that surveyed faculty (80% response rate) ranked “writing clearly and effectively” as one of the two most important learning outcomes for our students, the general *lack* of emphasis on writing instruction in the Core Curriculum seemed an obvious lacuna.

Detailed Explanation: In 2013, the Writing Program faculty recommended dropping these exemptions because AP English exams are not a reliable measure—nor are they intended to be—of student writing abilities. More specifically, the Writing Program faculty recommended revising the College policy so that (a) fewer students receive course credit for WRI 111 and (b) students who earn high scores on the AP Lang/Comp exam receive advanced placement into a higher-level writing course, specifically WRI 210, WRI 212, or another (new) WRI course at the 200 level. The point of this second recommendation is that “advanced placement” should mean exactly that. CCRC concurs with this recommendation and encourages the Administration to augment the Writing Program faculty as quick as reasonably possible in order to phase out the AP 4 exemption by AY 2021 and the AP 5 exemption by AY 2023.

In addition, CCRC recommends adding a second “intensive” writing requirement for all students, taken after their first year. Details of this recommendation are still being deliberated, but the intent is to ensure that students take an intensive writing course, preferably within their major, that includes scaffolded writing assignments, opportunities for revision, meta-reflective writing, or, ideally, some combination of these. Writing Program faculty concur with this recommendation. Such a requirement would necessitate that faculty teaching these courses receive training and support to revise/develop courses that incorporate assignments that focus on the *process* of writing. Writing Program faculty currently offer a Writing Associates Seminar (WAS) for precisely this sort of training. This recommendation would also require time to (a) develop the specific details, (b) staff the Writing Program for writing workshops, and (c) allow faculty and departments to develop the intensive writing courses to meet the estimated demand of approximately 1400 students per year. It would also require a stipend for faculty to participate in the writing workshop and integrate intensive writing requirements into their courses. The Committee recommends instituting this this requirement for the incoming class of 2021.

3. *Foreign Language Requirement*

Recommendations on Foreign Language Requirement:

The Committee recommends maintaining the existing 4th semester (200-level) language requirement. In addition, we recommend giving students the option to take all 100-level language classes pass/fail.

Brief Justification: This set of recommendations meets our goals for the language requirement in that it assures that students achieve a solid intermediate level of language proficiency and that the courses required to reach that level are more accessible and manageable across different languages. Although there are a wide

range of foreign language policies across higher education, Wake Forest is not out of line with its 4th semester language requirement compared to our cross-admit schools. The goal is for students to achieve an intermediate level of proficiency that will enable them to communicate effectively in both spoken and written form and engage directly with the cultural heritage of native speakers. Allowing students the option of taking 100-level language courses pass/fail is intended to encourage students to try languages beyond those offered most commonly in high schools by reducing perceived negative factors (difficulty of a new language over more semesters) from starting a new language. Experience in the Spanish Department suggests that taking these courses pass/fail does not adversely affect their performance in the 200-level course. Note that in Spanish, “pass” requires a C or better, which is the same grade required to transfer credit from another university to WFU.

Detailed Explanation: Among our cross-admit schools, five require 4 semesters of a foreign language and three require 3 semesters. Among “exemplary” schools, there is a greater disparity, from no language requirement to 4 semesters. Based on an analysis of the 2016 and 2017 graduating classes, here are a few relevant statistics:

- 35% of students take 0 or 1 semester of foreign language to meet the current requirement (11% through exemption for native speakers or substitution granted by CAA; 24% take just one course due to placement).
- 65% of students take an average of between 2.4 (French) and 3.9 (Arabic) courses to meet the requirement.
- Of students taking at least one language course to meet the requirement, 63% do so through Spanish and 15% through French.
- 6.3% of students taking at least one course meet the requirement through Chinese, Japanese, Russian, or Arabic.

From this, we can conclude, first, that WFU is not out of line, at least when compared to our cross-admit schools, with its 4th semester foreign language requirement. Second, a significant portion of Wake students take considerably less than four semesters of foreign language. And, third, close to 80% meet the requirement in Spanish or French, the two most common languages available at the high school level.

Following discussions, surveys, and reviews of peer institution practices, the CCRC recommends: (1) maintaining our current 4th semester (200-level) foreign language requirement; and (2) giving students that option of taking the first three semesters pass/fail.⁴

Intermediate proficiency at the 200-level is the desired goal so that a consistent use of intermediate level language skills enables students to interact more effectively with the communities of these languages through written and spoken means. The 200-level proficiency empowers students to engage with authentic materials and understand directly the self-expression of these peoples, and, in the exchange, to respond comprehensibly, thoughtfully, inter-culturally in the language to the conversations and experiences of these communities. This level of ability to engage directly with the language and cultural heritage of diverse peoples aligns with the values of a liberal arts education and student learning outcomes in the Core Curriculum.

By giving students the option to take the 100-level courses pass/fail, we offer a lower-risk and lower-anxiety environment, which actually benefits *any* language study. It may also encourage students to try a new language that was not offered in their high school.

Of course, the concern here is that by taking their 100-level classes pass/fail, students will work less and thereby achieve diminished proficiency. We have data to suggest, however, that this is not the case. The Spanish department has offered this pass/fail option (C- or better) to second year and above students since 2016. Their data suggests a negligible difference between SPA 153 pass/fail students in their 212 class (which must be taken for a grade) and those who took SPA 153 for a grade.

⁴ Pass/fail in 100-level languages would A) be expanded to include first-year students who currently cannot take courses p/f and B) would not count towards the total 18 hours of p/f credit a student may have on their transcript. Any student could opt to take 100-level language courses for a grade if desired.

4. Health & Exercise Science Requirement

Recommendations on HES Requirements:

- i. **Maintain the requirement of HES 100 (Lifestyle and Health; 1-h) for all students. This supports the larger wellbeing emphasis within the College and addresses important areas of concern for student success.**
- ii. **Offer HES 101 (Exercise for Health; 1-h) and HES 112 (Sports Proficiency; 1-h) as elective courses. While these are important courses for many students, they are not deemed essential when weighed against the other demands on the Core Curriculum.**
- iii. **If FYE 101 (First Year Experience) becomes a required course for all students (see below), CCRC recommends that the College examine ways that FYE and HES 100 might be merged or linked so that all students take it in the first year. These courses clearly share objectives in terms of student wellbeing.**

Brief Justification: At present, all students are required to take HES 100 (Lifestyle and Health) & HES 101 (Exercise for Health). For varsity athletes and ROTC students, HES 112 (Sports Proficiency) substitutes for HES 101. Relatively few of our peer and aspirational schools have an “Exercise for Health” course requirement, and since opportunities to engage in self-selected physical activity appropriate to the needs, abilities and interests of our students have proliferated on/near our campus, the Committee (with helpful feedback from HES faculty) deem “Exercise for Health” to be best suited as an elective course option. Additionally, research presented by the President’s First Year Experience Commission and by HES faculty emphasize the benefits of formal lifestyle and health instruction, and thus, the Committee recommends retaining the HES 100 requirement as part of the Core Curriculum. The Committee recognizes that changes to the HES 100 course content and learning outcomes may come about in cooperation with FYE 101 if the two are merged or linked as a first-year requirement for all students in the future.

Detailed Explanation: HES 100, a 1-hour lecture course, examines lifestyle behaviors pertaining to various health outcomes. HES 101, a lecture/lab course on physical activity, covers components of fitness including cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. For varsity athletes and ROTC students, HES 112 (Sports Proficiency) substitutes for HES 101. The table below shows specific learning objectives for HES 100 and 101:

HES 100 Learning Objectives	HES 101 Learning Objectives
<ul style="list-style-type: none">➤ Identify and define the dimensions of wellness and health.➤ Discuss current and relevant health challenges.➤ Assess personal health risk factors.➤ Demonstrate the ability to make decisions to enhance health.	<ul style="list-style-type: none">➤ Describe health benefits of being physical active.➤ Identify and define the components of fitness.➤ Assess personal fitness in all components.➤ Demonstrate the ability to develop and implement a safe and effective fitness program.

HES faculty offered a very informative presentation on these HES courses to CCRC and presented the results of an HES course survey conducted in Fall 2018. The survey indicated high satisfaction rates among students in both classes. Almost 80% of students surveyed agreed/strongly agreed that HES 100 “should be a required course in a liberal arts general education curriculum.” Fewer than 60% of students surveyed agreed that HES 101 should be required. According to the student members of CCRC, anecdotal feedback from students is notably less positive than the survey suggests, particularly with regard to HES 101.

It is worth noting that HES faculty were not wholly opposed to the elimination of HES 101 as a requirement for all students. While many HES graduate students earn their stipend assisting in HES 101 classes, this proposed change could represent an opportunity for them to engage in more meaningful forms of teaching support such as assisting in an intro HES anatomy class or in upper-level laboratory classes.

5. Formal Adoption of SLOs

Last May, CCRC presented a new set of Student Learning Outcomes to faculty for tentative approval. In a straw poll, faculty approved these SLOs, which served as goals and yardsticks for considering possible new Core

Curriculum requirements. As a reminder, AAC&U (Association of American Colleges & Universities) is the leading national association concerned with the quality of student learning in college. With over 1,300 institutional members, it launched the LEAP campaign (*Liberal Education and America's Promise*) in 2005, which identified critical learning outcomes essential for students in the 21st century. The LEAP essential learning outcomes have become a sort of paradigmatic template for many schools in recent years in their Gen Ed curriculum reviews. [Appendix 5](#) shows two slides from CCRC's May 2018 presentation to faculty. One compares our current Core Education Competencies to the LEAP essential learning outcomes; the other compares those same Core Competencies to CCRC's proposed learning outcomes. These learning outcomes were aspirational, since the Committee was well-aware that some might be impossible to achieve for any number of reasons. Hence the following qualifying statement was included in the proposal: "If all SLOs cannot be addressed given the limited parameters of a Core Curriculum, the Faculty will have an opportunity to review and approve any changes when a new Core Curriculum is brought forth for a final vote."

The Committee made every effort to formulate curriculum requirements to achieve the SLOs tentatively approved by the Faculty last May. See [Appendix 5](#) for detailed definitions of those SLOs. Unfortunately, the Committee concluded that several SLOs, or elements within them, are not achievable at this time given available resources. For example, despite strong support and considered consultations, the Committee could find no way to ensure that all students would fulfill a "creative expression" requirement prior to graduation given the limited course offerings and seats currently available in courses that would support this student learning outcome. We even considered allowing co-curricular activities to meet such a requirement. Information literacy, civic knowledge/engagement, and ethical action are other learning outcomes that we were unable to ensure for ALL students. The key hurdle here is "all students." There is little question that the vast majority of our students acquire important skills and learning abilities related to all of these outcomes. But without specific Core Curriculum requirements linked to each of these leaning outcomes, there is no way to ensure that *every* student is covered.

It is worth remembering that these new SLOs will replace our current Core Competencies, which have served to define the assessment regime instituted and required for the University's SACSCOC accreditation (see the table on page 2 or reference the competencies in more detail [here](#)). Accordingly, it is essential that the College measure and assess achievement *for every student* with respect to each stated learning outcome that we adopt through this CCRC process.

Instead of abandoning these few learning outcomes (which cannot be achieved directly by completion of one of the currently recommended knowledge area, global citizenship, writing, foreign language, or HES course requirements), the Committee recommends shifting them to a list of "aspirational" learning outcomes to be tracked, assessed, and creatively pursued for as many students as possible. The list of aspirational learning outcomes would become:

- Information literacy
- Creative expression
- Civic knowledge & engagement
- Ethical action

For example, appropriate designations such as IL (information literacy), CE (creative expression), CKE (civic knowledge & engagement), and EA (ethical action) could be linked to qualifying courses and faculty could be incentivized to add these outcomes to classes they are already teaching. More work is needed on how to institute such a system without it becoming bureaucratically onerous. But the Committee and many of our colleagues within the College feel that these learning outcomes, while perhaps not universally achievable at this time, remain important and worth tracking over time.

The final recommended SLOs are shown below with full descriptions in [Appendix 6](#). To see how these learning outcomes overlay with the proposed Core Curriculum requirements, refer to [Appendix 7](#).

Intellectual Abilities, Competencies, Skills

- Written & oral communication

- Critical & analytical thinking⁵
- Quantitative literacy & applied data analysis
- ~~Information literacy~~
- Arts literacy & ~~creative expression~~

Personal and Social Responsibilities

- Intercultural knowledge & cultural competence
- Ethical reasoning & ~~action~~
- ~~Civic knowledge & engagement~~
- Integrated and Applied Learning

IV. CCRC Recommendations Requiring Further Development

The Committee considered several recommendations that will require further research and development. CAP and the Dean’s Office should collaborate with the appropriate standing committees or form ad hoc committees as needed to advance these recommendations.

1. First Year Experience FYE Seminar

The First Year Experience (FYE 101) two-year pilot course was created by the Office of Academic Advising under the Dean of the College with extensive collaboration with Campus Life partners as part of a broader effort to extend the incoming student orientation experience and make learning about the transition to college more meaningful and enduring. The course is organized around three “pillars” for smooth transitioning: academic success; wellbeing; and living in community.

In Spring 2016, the College Faculty approved a two-year FYE 101 pilot of up to 10 sections, each capped at 20 students, with a maximum total enrollment of 200, to be co-taught by permanent faculty and staff from Campus Life and the Office of Diversity & Inclusion.

Longstanding research in higher education documents that while the tradition of providing a formal Orientation for new students is well intended, Orientation is short-lived and occurs before new students have any real college experience. Extending orientation goals through credit-bearing learning opportunities facilitates more successful transitioning. In our FYE 101 pilot courses, students focused on core issues: how to be a good student in the classroom; how to promote and achieve wellbeing as a college student; how to live in a diverse community (political, cultural, socio-economic, religious, racial, ethnic, gendered, etc.); and how to find the resources they need (counselling, academic, financial, etc.). Students also explore the meaning and value of a liberal arts education, and learn and practice deliberative dialogue as a method of discussing differences and exploring solutions to problems across difference.

Overall student satisfaction with the FYE 101 course was high in both years of the pilot. Students believed the course better prepared them to be successful in their academics, to be able to take care of themselves emotionally and physically, to find the campus resources they needed, to understand themselves and others and deal with difference, and to use deliberative dialogue methods to build stronger relationships with others.

The President’s First Year Experience Commission reviewed the FYE 101 seminar extensively in its charge to review program options that would foster academic success, personal wellbeing, and community enrichment, ultimately recommending that FYE 101 become a requirement for all first-year students. CCRC was equally impressed with the FYE 101 pilot and its fit with the revised SLOs. Questions remain with respect to how this course would be delivered, its ultimate curriculum structure, and resources needed to accommodate approximately 1400 students each year. Given these unresolved questions and the likely multi-year build-up that would be required to accommodate all incoming students, CCRC concluded that future development of this seminar should be the purview of a collaborative effort between CAP and the Dean’s Office. At the appropriate time and with additional information and detail, CAP may consider making FYE 101 a requirement of all first-year students. Based on the information in hand, CCRC strongly supports such a developmental effort. At that

⁵ This *includes* critical reading (texts), critical viewing (television, film, documentaries, art, visual media), and critical listening (presentations, speeches, etc.).

time, it would be appropriate to consider if FYE 101 and HES 100 might be merged or linked so that all students would take it in the first year. Since these courses share a limited number of objectives in terms of student wellbeing, they may reinforce each other.

2. First Year Seminar FYS

The First Year Seminar Assessment Subcommittee submitted its thorough review of the FYS program in the spring of 2014. It recommended that First Year Seminars “*should be designed to spark the intellectual curiosity of students; to introduce them to a thought-provoking topic across the arts, humanities, and sciences; to foster alternative forms of conceptual and creative expression; to create a welcoming and open learning environment that emphasizes forging good relationships among the students and with the faculty member; and to foster lifelong learning and academic excellence in a small classroom setting.*” Specific learning outcomes, as detailed in the FYS Committee’s report to the faculty in May 2015, note that by the end of an FYS, students will have practiced the following:

1. Read increasingly sophisticated texts critically
2. Pose and respond to complex ideas
3. Identify, analyze, interpret and evaluate different points of view
4. Construct cogent arguments in both written and oral form

CCRC supports these FYS learning outcomes and concluded that FYS 100 remains a worthwhile requirement for all students. If, at some point, the FYE 101 seminar becomes a requirement of all first-year students, the College may want to consider adapting FYS 100 accordingly. The Committee discerned several advantages in moving the FYS to the second year (i.e., SYS). First, FYE 101 offers students a small peer group to foster a sense of belonging and acclimate students to the academic demands of college in a safe environment—two objectives for the current FYS 100 requirement. Second, moving from the FYS to a SYS would alleviate some of the required course pressures on students in their first year, particularly those on the pre-med, STEM, and pre-business tracks. Third, the SYS would increase continuity through the Core Curriculum by adding a small-group “peer” requirement to the second year, a time in a student’s academic career often seen as something of a void between the first year and joining a major department. Fourth, the SYS would offer an opportunity to add required exercises or reflections designed to foster integrative thinking. Students would have taken at least two semesters of Core Curriculum courses in different departments by the time they enter the SYS, and so students could be asked to reflect and write on links between the courses they have taken, the different methodological approaches they have studied, and even their path going forward into a major. While these “integrative reflections” need not be onerous—for the student or the instructor—an SYS would afford a unique opportunity for students to critically reflect on their academic experience and share those reflections with their peers. Finally, the Committee concluded that current First Year Seminars could be easily converted to Second Year Seminars in most instances without a lot of extra work on the part of faculty instructors. A number of faculty expressed avid interest in teaching such a seminar to students who would have more experience and skills than first year students. CCRC concluded that for all of these reasons, moving FYS to SYS is worthy of serious consideration if and when FYE 101 is approved for all first-year students.

3. ePortfolio

An ePortfolio is a collection of text, images, media, and other electronic evidence of learning that is assembled and managed by each student with guidance and coaching by faculty and the institution. Well-designed ePortfolio systems serve four overlapping functions over time. Initially they document individual students' personal learning goals and early skills development. As students progress, ePortfolios document their skills and competencies in one or more topics or domains. When students approach graduation, their ePortfolios showcase exceptional work for potential employers or professional schools. Finally, an ePortfolio is a space for self-realization and self-expression throughout a student's college career.

Besides the materials selected by students, robust ePortfolios have “private reflections”—each with prompts or scaffolding questions as a starting point—that students complete at specific points in their college career. These reflections can be essential components to help students build bridges between prior and current learning, across semesters and among courses and disciplines. Making the self-reflection process explicit promotes integrated learning and the construction of meaning across the curriculum.

The President's 2018 First Year Experience Commission included ePortfolios among its key recommendations. Accordingly, an ePortfolio Interest Group, consisting of faculty and staff from across the College, is beginning a process of examining the pros/cons, options, and opportunities for adopting an ePortfolio system at Wake Forest. The CCRC Committee strongly supports this pursuit largely because many of the potential benefits of ePortfolios support key learning outcomes of our Core Curriculum. In particular, ePortfolios, managed effectively, have enormous potential to foster integrative learning, perhaps the most important new student learning outcome identified by CCRC.

Among other skills and learning outcomes, ePortfolios develop and document students' critical thinking, create opportunities for student reflection, allow students to demonstrate learning through multiple modes—visual, oral, written, and video, and promote development of technology literacy skills. In short, ePortfolios provide all students with a scaffolded process for discovering and exploring their role as a learner, making connections, and more intentionally connecting and applying their learning. Students can construct a view of their learning that is integrated, personal, and relevant to their lives.

An effective ePortfolio system will, however, require considerable administrative support, faculty buy-in, and student engagement. These are challenges beyond the scope or expertise of CCRC and will require time to thoroughly investigate and perhaps even pilot. Where it is done well, the impact on students is significant. Should the College ultimately decide to adopt ePortfolios, it should be rigorous, academically focused, and substantially more than a repository for student work or a student marketing tool for potential employers.

Appendix 1

CCRC Members--2017-2019						
First Name	Last Name	Department	Division	Position	2017-18	2018-19
Manal	Ahmidouch	Biophysics		Student ('18)	✓	
Drew	Finley	Politics and International Affairs		Student ('19)	✓	✓
Joseph	Ford	Economics		Student ('18)	✓	✓
Riley	Mistrot	Politics and International Affairs		Student ('19)		✓
Pat	Dickson	School of Business	BUS	Professor	✓	✓
Jay	Ford	Study of Religions	I	Professor & CCRC Chair	✓	✓
Stavroula	Glezakos	Philosophy	I	Assoc. Professor & Assoc. Dept. Chair	✓	✓
Anne	Hardcastle	Romance Languages	II	Assoc. Professor, Dept. Chair	✓	✓
Scott	Klein	English	II	Professor	✓	✓
Grant	McAllister	German	II	Associate Professor	✓	✓
Cindy	Gendrich	Theatre	III	Professor & CAP Chair	✓	✓
Peter	Kairoff	Music	III	Professor & Dept. Chair	✓	✓
Nina	Lucas	Theater and Dance	III	Professor & Dept. Chair	✓	✓
Sherriann	Clark	Anthropology	IV	Assistant Professor	✓	
Joseph	Soares	Sociology	IV	Professor & Dept. Chair	✓	✓
Dan	Johnson	Biology	V	Teaching Professor	✓	✓
Sarah	Raynor	Math	V	Assoc. Professor & Assoc. Dept. Chair	✓	✓
Mark	Welker	Chemistry	V	Professor & Dept. Chair	✓	✓
Michele	Gillespie	History	I	Dean of the College	✓	✓
Christy	Buchanan	Psychology	IV	Senior Associate Dean for Academic Advising	✓	✓
Christa	Colyer	Chemistry	V	Associate Dean of Academic Planning	✓	✓
Administration						
Denise	Griggs	ODOC		Assistant to the Dean	✓	✓
Anita	Patel	ODOC		Wake Forest Fellow	✓	
Matthew	Connor	ODOC		Wake Forest Fellow		✓
Student						
Faculty						
Faculty-Administrator						

Appendix 2 Course Distribution Models

The Traditional Department/Discipline-Centered Approach

(e.g., Tufts, Emory, WFU, and others)

- Humanities
- Arts
- Social Sciences
- Natural Sciences
- Mathematical Sciences

Contemporary Revisions to this Model

Cornell (1 course in each of 10 areas; no double dipping)

Arts and Literature	1	
Global Citizenship	1	
Ethics and the Mind	1	
Biological Sciences	1	
Physical Sciences	1	
Science and Society	1	
Historical Analysis	1	
Statistics and Data Science	1	1
Human Difference	1	
Symbolic and Mathematical Reasoning		1

Dartmouth

World Culture Requirement—1 course in 3 areas:
Western Cultures, Non-Western Cultures, Culture
and Identity

Arts (1)
Literature (1)
Systems and Traditions of Thought, Meaning and
Value (1)
International or Comparative Study (1)
Social Analysis (2)
Quantitative and Deductive Sciences
Natural Sciences (2)

Davidson (1 course in each of 8 areas)

Historical Thought
Literary Studies, Creative Writing and Rhetoric
Mathematical and Quantitative Thought
Natural Science
Philosophical and Religious Perspectives
Social-Scientific Thought
Visual and Performing Arts
Liberal Studies

Duke (2 courses in each Knowledge Area and
Mode of Inquiry)

Areas of Knowledge
Arts, Literatures, and Performance (ALP)
Civilizations (CZ)
Natural Sciences (NS)
Quantitative Studies (QS)
Social Sciences (SS)
Modes of Inquiry
Cross-Cultural Inquiry (CCI).
Ethical Inquiry (EI).
Science, Technology, and Society (STS)

Emory (2 courses each)

Math & Quantitative Reasoning (MQR)
Science, Nature, Technology (SNT)
History, Society, Cultures (HSC)
Humanities, Arts, Performance (HAP)
Humanities, Arts, Language (HAL)

Harvard

Gen Ed Program (beginning Fall, 2018)
4 Gen Ed Crses--1 from each of 4 perspectives
Aesthetics & Culture
Histories, Societies, Individuals
Science, Technology in Society
Ethics & Civics
1 Crs from each of 3 main divisions of Arts &
Sciences
Arts and Humanities
Science
Social Science
1 Crs that demonstrates quantitative facility

Middlebury

Academic Categories (8)

Literature

The Arts

Philosophical and Religious Studies

Historical Studies

Physical and Life Sciences

Deductive Reasoning and Analytical Processes

Social Analysis

Princeton

Epistemology and Cognition (EC)—1

Ethical Thought and Moral Values (EM)—1

Historical Analysis (HA)—1

Literature and the Arts (LA)—2

Quantitative Reasoning (QR)—1

Science and Technology (STL/STN)—2

Social Analysis (SA)—2

Stanford

Thinking Matters Requirement (1st yr students only)

Aesthetic and Interpretive Inquiry (2)

Social Inquiry (2)

Scientific Method and Analysis (2)

Formal Reasoning (1)

Applied Quantitative Reasoning (2)

Engaging Diversity (1)

Ethical Reasoning (1)

Creative Expression (1)

UNC

Physical and Life Sciences (PL, PX)—2

Social and Behavioral Sciences (SS, HS)—3

Humanities and Fine Arts (PH, LA, VP)—3

Communication Intensive (CI)—1

Quantitative Intensive (QI)—1

Experiential Education (EE)—1

U.S. Diversity (US)—1

North Atlantic World (NA)—1

Beyond the North Atlantic World (BN)—1

World before 1750 (WB)—1

Global Issues (GL)—1

U. Penn

Foundational Approaches

Writing

Foreign Language

Quantitative Data Analysis

Formal Reasoning and Analysis

Cross-Cultural Analysis

Cultural Diversity in the U.S.

Sectors of Knowledge

Society

History and Tradition

Arts and Letters

Humanities and Social Sciences

Living World

Physical World

Natural Sciences and Mathematics

Vanderbilt

Humanities and the Creative Arts (3)

International Cultures (3)

History and Culture of the United States (1)

Mathematics and Natural Sciences (3)

Social and Behavioral Sciences (2)

Perspectives (1)

William & Mary

Mathematics and Quantitative Reasoning (1)

The Natural Sciences (2)

The Social Sciences (2)

World Cultures and History (3)

Literature and History of the Arts (1)

Creative and Performing Arts (1)

Philosophical, Religious, and Social Thought (1)

Appendix 3
Knowledge and Global Citizenship Areas
Definitions and Course Parameters

Knowledge Areas (8)

Literature

The study of literature includes reading, analysis, and interpretation of significant creative texts. It engages aesthetics, investigation into literary history, and the placement of literature within its contemporaneous cultural contexts. *Courses in this knowledge area will typically be drawn from English, Classical Languages, foreign language departments, and the Interdisciplinary Humanities.* A course fulfilling the literature requirement:

- Introduces students to a significant body of creative writing organized by author, nation, culture, historic period, or theme
- Trains students to write analytically using well-defined arguments based on creative texts, and to defend those argument using appropriate textual support
- Engages the relationships between literature and linguistic complexity, aesthetic experience, history and place, and/or the cultural conditions of its creation

Visual and Performing Arts

As a vehicle for creativity, risk-taking, discipline, and profound inner reflection and communication, the arts remain an indispensable component of a liberal arts education. As such, visual and performing arts classes at Wake Forest are designed to develop students' ability to confidently encounter, openly interact with, and knowledgeably respond to the arts.

Guided by professors who are artists/art scholars, courses in this knowledge area will:

- Cultivate students' ability to engage with an artistic medium in intellectual and/or creative ways.
- Allow students to engage with an artistic medium as a creator, performer and/or scholar.
- Develop students' historical and/or analytical skills so they can demonstrate an understanding of the methods, traditions, materials, and current development of one or more of the arts.
- Ask students to engage in and understand fundamental "creative practices" for the arts: creative thinking, imagination, investigation, practice, and reflection--including an appreciation of ambiguity and the important role of interpretation.

Historical Studies

Courses in this group will engage in historical analysis that fosters an understanding of continuities and changes—political, social, economic, diplomatic, cultural, intellectual, artistic, scientific—through time. *With numerous possible exceptions, courses in this knowledge area will typically be drawn from History and Art History.* Courses in this area will:

- Emphasize change over time
- Explore the transformation of institutions, ideas and behavior
- Recognize that the categories of social analysis are historical and historically contingent
- Enter imaginatively into languages, institutions and worldviews different from the present day
- Interrogate evidence as a central approach to historical analysis
- Engage in the analysis of the methods and theories with which scholars interpret the past

Systems and Traditions of Thought, Meaning, & Value

Courses satisfying this requirement provide students with a systematic and critical understanding of philosophical issues or systems of religious belief and practice. Some courses focus on specific philosophical problems or religious issues; others trace the history of a specific school of philosophy or religious tradition; others may be more comparative in their approach; still others examine philosophical

schools of thought or religious traditions during specific periods of history or in a geographic context. *Courses in this knowledge area will typically be drawn from the departments of Philosophy, Study of Religions, and Anthropology.*

Courses meeting this requirement will:

- Examine and develop an understanding of one or more religious tradition or philosophical area, topic, or figure, past or present;
- Examine ways these systems or traditions influence individual beliefs, provide meaning, and/or shape social norms and values;
- Introduce students to the primary texts, ritual practices, and/or other forms of discourse rooted in these systems and traditions;
- Develop the ability to analyze and critically interpret and assess the argument of these works, often in light of their socio-historical context and/or cross-cultural conditions of production and reception.
- Key student learning outcomes would include (1) improved written & oral communication, and (2) skills of critical and analytical thinking.

Societies and Cultures

Courses in Societies and Cultures introduce students to social and cultural systems in order to understand how behaviors, ideas, and practices are socially organized. Students may study a broad range of societies, theories, and methods of inquiry that explain the complex relationships between individual and social human behavior including cultural, political, religious, linguistic, and economic institutions, systems and processes and other issues of civic and public life. As a result of these courses, students will gain insight into a particular society(s) or culture(s) and an understanding of the various and multifaceted factors that shape social and cultural outlooks. *Courses in this knowledge area will be drawn from a wide range of departments including Anthropology, Communication, Education, Politics and International Affairs, Sociology, Study of Religions, and Women's Gender and Sexuality Studies.*

Courses meeting this requirement will:

- Describe different theories of how social institutions, systems, or processes work;
- Explain the historical and cultural contingencies of the descriptions of human behavior, institutions, or systems through specific course content;
- Demonstrate connections between societies and/or across historical periods in a single society;

Social and Behavioral Sciences

A requirement in Social and Behavioral Sciences (SBS) will educate students about scientific methods and knowledge in the domain of social and behavioral dynamics. Courses meeting this requirement will focus on the cognitive, emotional, cultural, institutional, political, social, and/or economic processes and structures that explain human behavior. Students will acquire skills in scientific discourses concerning the logic of questions and answers on human behavior: the ways in which facts and explanatory models are acquired, tested, challenged, and applied to individuals and social groups. *Courses in this knowledge area will typically be drawn from Anthropology, Communication, Economics, Education, Politics and International Affairs, Psychology, and Sociology.*

Courses meeting this requirement should:

- Expose the student to research-based empirical knowledge on human cognitive, communicative, social, and emotional processes; or
- Immerse students in empirical studies of the effects of cultural, economic, political, and social forces on human relationships and behavior both local and global; or
- Educate students with respect to the research methods and critical analytic tools for evaluating research findings in the social and behavioral sciences; or
- Critically evaluate the implications of scientific data and the relevance of social and behavioral research findings to individuals and societies.

Mathematical Reasoning and Quantitative Data Analysis

This Knowledge Area may be met by taking a course that meets either of two parameters. Mathematical Reasoning courses spend the bulk of course time on rigorous, logical thinking, including the ability to draw deductive conclusions and to analyze formal structures. Applications of these structures to the study of real-world phenomena should also be discussed.

Students will develop the ability to:

- Apply formal reasoning methods to reach conclusions,
- Work competently in the language of mathematical symbols,
- Use numbers and variables comfortably,
- Make multi-step inferences based on mathematical, statistical, or logical inference, and
- Apply these techniques to solve problems from applications.

In Quantitative Data Analysis courses, students learn quantitative skills and apply them to analysis and interpretation of real-world, quantitative information. Students study and practice methods and tools of data analysis and use. Students acquire the skills to examine, evaluate, and critique such data, extract patterns, summarize features, create and interpret visualizations, and provide insight not obvious from the raw data itself. Students develop the ability to apply quantitative evidence to arguments in broad contexts of personal and public life.

Courses that meet this requirement will:

- Analyze at least one important type of quantitative information and summarize the results of an analysis in ways that provide insight;
- Use mathematical methods and/or computational tools to perform analysis;
- Evaluate and critique choices made in selection, analysis, and presentation of quantitative information;
- Apply the mathematical and statistical techniques learned to examples from daily life.

Courses in this knowledge area will typically be drawn from the departments of Computer Science, Economics, Mathematics and Statistics, Sociology, and the Business School (BEM).

Natural and Applied Sciences

Students will experience scientific methods of inquiry with a laboratory, experimental, or field component, in order to better understand the biological, chemical and physical principles that govern the natural world, and the processes through which basic science may be translated into products, facilities, services, technologies, or materials. Students will acquire skills in scientific discourse: the ways in which facts are acquired, tested, challenged, and applied to meet human and societal needs and wants. *Courses in this knowledge area will typically be drawn from the departments of Biology, Chemistry, Computer Science, Engineering, and Physics.*

Courses meeting this requirement will:

- Allow the student to answer scientific questions through investigation, experimentation, or modeling, or to apply scientific principles to the design, creation, or testing of products, materials, technologies, etc.; AND
- Provide insight into the content and workings of the natural sciences, including relevant physical, cosmological, chemical and biological processes, OR
- Provide insight into the methodologies and principles underlying applied science, along with the benefits and risks associated with scientific applications

Global Citizenship Areas (3)

Cross Cultural Analysis

In our increasingly globalized and interconnected world, students need experience exploring and understanding cultures and societies different from their own. The Committee and various other schools are divided on precisely what is sufficiently “different from our own.” Some schools limit the requirement to the study of socio-cultural systems “outside the United States.” Other schools limit the requirement to the study of a “non-Western” civilization, with “non-Western” being defined as societies and cultures of Africa, Asia, the Caribbean, Latin America, and selected indigenous cultures of Oceania and North America. In either case, comparative courses might also count.

Courses meeting this requirement should:

- Focus on any number of possible human endeavors, including economic, political, social, ideological, religious, and artistic ones;
- Involve the analysis, interpretation, and evaluation of differences between and within cultures, in historical and/or contemporary perspective;
- Encourage students to critically reflect on their own values, attitudes, and perceptions relative to the culture under study—that is, such courses should endeavor to both “familiarize the alien” and “alienate the familiar.”

Diversity and Community in the United States

A requirement in Diversity and Community in the United States (DCUS) is designed to expose students to the diverse makeup of the U.S. and to explore the issues we face as a national community with regards to social identities, demographic challenges, and justice and equity. Courses which satisfy the Diversity and Community in the United States requirement may come from basic, distributional, major, minor, or elective courses (minimum 3 hour courses). Courses that meet the DCUS requirement introduce students to issues of diversity and inclusion in and across the contemporary United States. Students should exit a DCUS course with a greater appreciation for the importance of diversity in our communities, a stronger understanding of the forces and structures which inhibit inclusivity and diversity, a familiarity with some salient issues of identity and justice in the contemporary United States and their historical underpinnings.

Courses which meet this requirement:

- Must focus on **at least two major dimensions of identity** in the United States from the following categories: race/ethnicity, women in the U.S., gender identity and sexual orientation, socioeconomic status, disability, religion, immigration status;⁶
- Focus primarily on **identity issues in the contemporary United States**, though relevant histories and/or global comparisons may naturally constitute part of the course;
- Should **introduce or expand upon certain concepts** such as structural impediments to diversity and inclusion (e.g. racism, xenophobia, transphobia, ableism, etc.), interpersonal issues of diversity and inclusion (unconscious bias, cross-cultural communication, etc.), and/or approaches to diversity and inclusion (e.g. legal approaches, economic approaches, popular culture approaches, etc.); and
- Welcome **discussion and disagreement**; issues of identity may inspire passionate responses from a variety of students who come from a variety of experiences and backgrounds - DCUS courses seek to *engage* students in these critically important discussions, not to *discourage* them from dialogue.

⁶ Courses that deal primarily with issues surrounding indigenous peoples or stateless/diasporic communities (e.g. Jewish peoples; Romani peoples) *may* count for DCUS credit *if* a significant portion of the course deals with the experiences of said communities within the United States, though the course does *not* have to deal exclusively with the United States

Ethical Reasoning/Inquiry

Courses satisfying this requirement will encourage students to reflect on human values, character, and conduct, and empower them to become ethical agents in their communities, both at Wake Forest and beyond. Through critical inquiry, dialogues, and discussion, courses meeting this requirement will equip students to:

- Engage diverse moral and cultural traditions, evaluate competing ethical claims, recognize moral complexity, and respond thoughtfully to disagreement;
- Understand important ethical issues, concepts, and practices, their relevance to daily life, and their implications for society;
- Develop the capacities of reasoning, judgment, and character needed to make ethical decisions and lead ethical lives;
- Identify, analyze, and evaluate their ethical values, commitments, and traditions.

NOTE: While qualifying courses do not need to focus entirely on ethical reasoning, they *must* allocate at least one-third of the semester to the study of ethics in at least one tradition or cultural context.

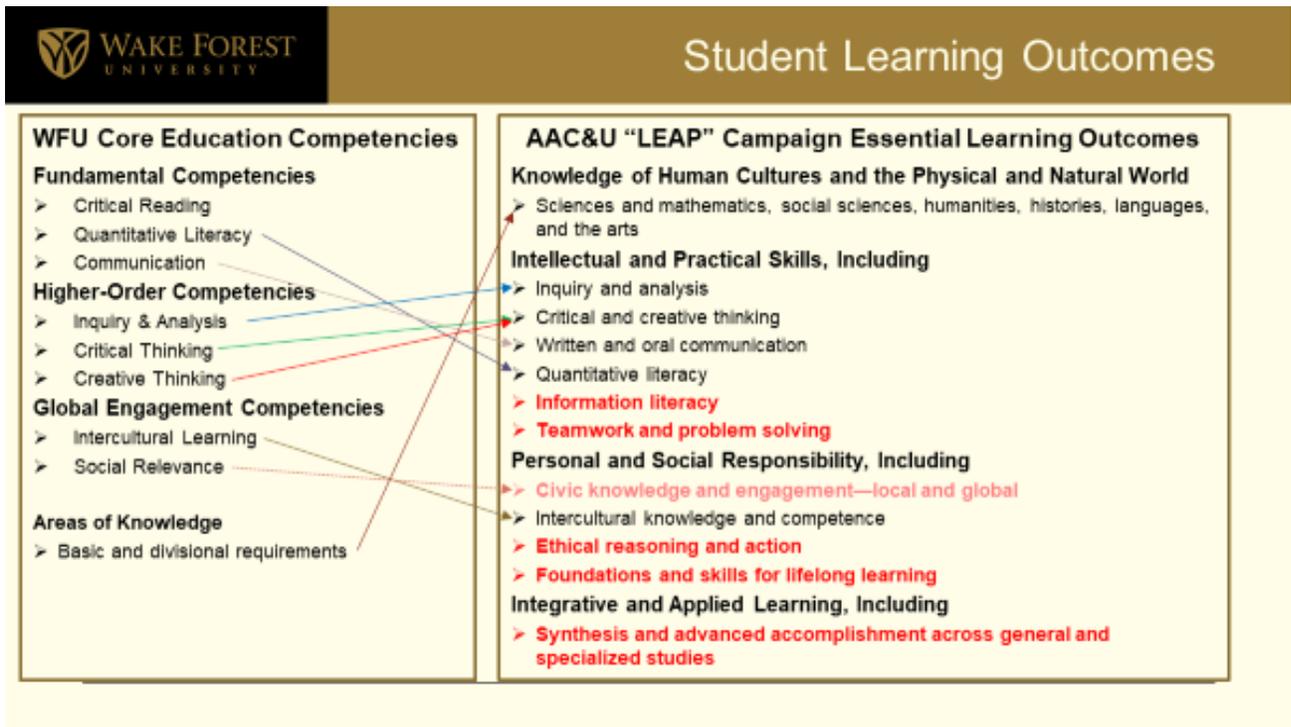
Preliminary Draft

Appendix 4

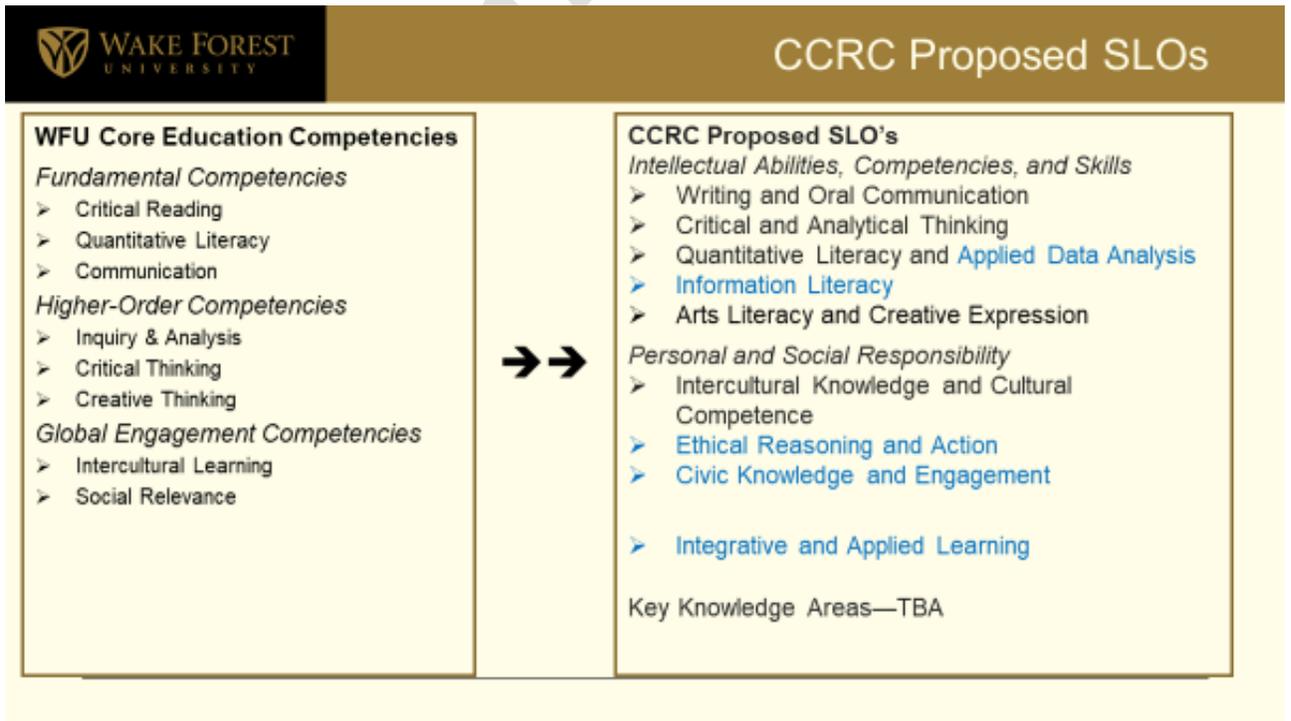
Proposed Sub-Committees for Short- and Long-Term Core Curriculum Course Reviews		
Knowledge/Global Citizenship Area	LONG TERM Curriculum Committee Sub-Committees	SHORT TERM Ad Hoc Curriculum Review Committee Implementation Sub-Committees
Literature	CLA, ENG, HMN	CLA, ENG, FRH, GER/RUS, HMN, SPA/ITA
Visual and Performing Arts	COM, MUS, THE/DNC	ART, COM, MUS, THE/DNC
Systems & Trads. of Thought/Meaning/Value	ANT, PHI, REL	ANT, ENG, PHI, PSY, REL
Historical Studies	ART, GER/RUS, HST	ANT, ART, FRH, GER/RUS, HST
Societies and Cultures	CNS, EDU, POL	EAL, EDU, MUS, POL, SPA/ITA, WGS
Social and Behavioral Sciences	ECN, PSY, SOC	COM, CNS, ECN, EDU, PSY, SOC
Mathematical Reasoning and Quantitative Analysis	CSC, MST, PHY	CSC, ECN, EGR, MST, PHY, SOC
Natural & Applied Sciences	BIO, CHM, EGR, HES	BIO, CHM, CSC, EGR, HES, PHY
Cross-Cultural Inquiry/Cultural Diversity in the U.S.	EAL, FRH, POL, SOC, SPA/ITA, WGS	EAL, HST, POL, THE/DNC, WGS
Ethical Reasoning	HMN, PHI, REL	BIO, CLA, HMN, MST, PHI, REL

Appendix 5

WFU Core Competencies and AAC&U “LEAP” Essential Learning Outcomes



WFU Core Competencies and CCRC Proposes SLOs (May 2018)



Appendix 6

Defined Student Learning Outcomes

Written and Oral Communication: Students learn to communicate clearly, foster understanding and the exchange of ideas with others through effective use of writing and speaking as well as intentional listening practices. Students also have the opportunity to deepen communication skills through iterative experiences throughout the curriculum, developing conventions for writing and oral presentations appropriate to major fields of study.

Critical and Analytical Thinking: Comprehensive exploration of questions and issues which require analysis, and on which reasoned reflection is called for; collection and evaluation of evidence; testing alternate points of view before formulating a conclusion; interpretation, construction, and evaluation of a wide range of discursive materials. Accordingly, critical thinking *includes* critical reading (texts), critical viewing (television, film, documentaries, art, visual media), and critical listening (presentations, speeches, etc.).

Quantitative Literacy and Applied Data Analysis: An understanding of numerical data and the ability to work with it to reason, solve quantitative problems, and create and communicate evidence in support of an argument.

Arts Literacy: An understanding of the arts and artistic practices, and/or engagement in and completion of a creative process.

Intercultural Knowledge and Cultural Competence: A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in various cultural contexts including different customs, values, modes of communication, and experiences.

Ethical Reasoning/Inquiry: In the spirit of Pro Humanitate, the Ethical Reasoning/Inquiry requirement encourages students to reflect on human values, character, and conduct and empowers them to become ethical agents in their communities, both at Wake Forest and beyond.

Integrative and Applied Learning: Teaches students to identify and use connections between and beyond knowledge areas. This ability and tendency to synthesize knowledge enables them to assess and manage complexity, collaborate across difference, and transfer learning to practical solutions for novel problems.

Appendix 7

Student Learning Outcomes & Curriculum Requirements							
	Written/Oral Communication	Critical/Analytical Thinking	Quantitative Literacy/ Applied Data Analysis	Arts Literacy	Intercultural Knowledge/ Cult. Competence	Ethical Reasoning	Integrative/ Applied Learning
Foundations							
WRI 111							
FYS							
Foreign Language							
Non-Curriculum Add-ons							
ePortfolio							
Knowledge Area Requirements							
Literature (any language)							
Visual and Performing Arts							
Systems. & Trad. Thought/Meaning/Value							
Historical Studies							
Societies and Cultures							
Social and Behavioral Sciences							
Mathematics and Quantative Analysis							
Nat & Applied Sciences							
Global Citizenship Requirements							
Cross-Cultural Inquiry							
Cult. Diversity in the U.S.							
Ethical Reasoning							