

WOU General Education Update

*The fruit of liberal
education is not
learning, but the
capacity and desire to
learn; not knowledge
but power*

Charles W. Eliot

What is the Core Transfer Map?



From the Higher Education Coordinating Commission:
The Core Transfer Maps are broad descriptions of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit these categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university.

The Core Transfer Map includes: WR 121, a Math course, and 2 courses each in the categories of Arts & Letters, Social Sciences and Natural Sciences. At least one of these courses must meet the State Cultural Literacy Outcomes. All courses must be passed with a C- or higher grade and students are required to have a minimum cumulative GPA of 2.0 when they complete the Core Transfer Map.

Western Oregon University's new General Education program allows us to easily capitalize on the Oregon Core Transfer map. Students who arrive at WOU with a Core Transfer map will have some, but not all, of their General Education requirements met by the Core Transfer map. The General Education Committee, with input from Registrar Amy Clark and Transfer Specialist Kristin Mauro, is finalizing the alignment of Core Transfer Map requirements to our General Education Framework for approval by Faculty Senate. The question is not whether or not we align to the Core Transfer Map, it is *how* we align.

In the next months, Faculty Senators can expect to see additional information to share with their Divisions around the Core Transfer Map and other transfer articulation policies for the General Education program.

Proposal Deadlines

To be included in the 2019-20 catalog, course proposals need to be out of the Division Curriculum queue by:

Exploring Knowledge
November 13, 2018

First Year Seminars
January 8, 2019

Integrating Knowledge
February 12, 2019

Course proposals that do not make these deadlines will be invited to propose for General Education inclusion in the 2020-21 AY catalog.

Foundations Courses have been approved!

On October 13 2018, the General Education committee met to review the first set of proposals for inclusion in the General Education program. The committee reviewed 50 proposals in the Foundations categories. The majority of proposals were approved and moved on to Faculty Senate, including:

- 4 Critical Thinking courses
- 1 Health Promotion course
- 37 Communication and Language courses

Several courses are awaiting final review pending clarification to the committee from the proposing faculty member.

The next round of proposal review is scheduled for the November 20 General Education Committee meeting. You can help your proposal make it through review by making sure that you thoughtfully and thoroughly describe how your course aligns to the category for which you are proposing alignment. Some helpful tips:

- Be sure to familiarize yourself with the content criteria and General Education Learning Outcomes for the category prior to crafting your proposal.
- Assume that the General Education Committee is not familiar with your course and take this opportunity to explain how and why it is a good fit for the particular category of the General Education program.
- Make sure that your course description clearly articulates to students the ways that the course aligns to the particular General Education category.
- Provide some concrete and clear examples of learning exercises or activities in the course that demonstrate how students will practice the skills identified for the category.
- Articulate how at least one course goal aligns to at least one of the General Education Learning Outcomes.
- When in doubt, contact a member of the General Education Committee or the General Education Director for help!

High Impact Practices

The WOU General Education Program emphasizes the use of High Impact Practices. The First Year Seminars, for example, are identified as a High Impact Practice. Courses proposed for the Integrating Knowledge category must also align to at least one additional High Impact Practice:

- Learning Communities
- Writing Intensive Practice
- Collaborative Assignments and Projects
- Undergraduate Research
- Service Learning, Community-Based Learning

More information can be found at <http://www.wou.edu/gened/faculty-resources/high-impact-practices/>