

WILEY UNIVERSITY

Division of Academic Affairs

Essential Learning Outcomes (ELO) Framework

Mapping General Education Core Curriculum
to Essential Learning Outcomes for Seamless Transfer Credit Evaluation

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1. Purpose and Rationale

Wiley University recognizes that transfer students often arrive with coursework that does not align on a one-to-one basis with specific courses in our General Education core curriculum. Rather than requiring exact course equivalencies, this Essential Learning Outcomes (ELO) framework enables the University to evaluate transfer coursework based on demonstrated competencies and learning outcomes, ensuring that students receive appropriate credit for prior learning while maintaining the rigor and integrity of the Wiley University educational experience.

This framework is grounded in three foundational structures: the AAC&U Liberal Education and America's Promise (LEAP) Essential Learning Outcomes, the Texas Higher Education Coordinating Board (THECB) Core Curriculum Foundational Component Areas and Core Objectives, and Wiley University's institutional mission as a premier liberal arts institution with an intentional focus on social good and leadership. By mapping our 45-credit-hour General Education core curriculum to these ELOs, we create a competency-based pathway for evaluating transfer credit that is both principled and practical.

This approach is consistent with SACSCOC Comprehensive Standard 6.3 (Institutional Credits for a Degree), which requires institutions to establish policies for accepting transfer credit while ensuring that the quality and integrity of the degree are maintained. It also aligns with the Texas Education Code Chapter 61, Subchapter S, which mandates smooth transfer of core curriculum courses among Texas institutions. For students transferring from out-of-state or from institutions where direct course equivalencies cannot be established, the ELO framework provides a transparent, outcomes-based mechanism for credit evaluation.

2. Framework Alignment: Three Pillars

The Wiley University ELO framework is constructed from the intersection of three complementary frameworks, each contributing a distinct dimension to the evaluation of student learning.

2.1 AAC&U LEAP Essential Learning Outcomes

The Association of American Colleges and Universities (AAC&U) established the LEAP framework to define the knowledge and skills gained from a liberal education. The four high-level ELO categories, and their constituent competencies, provide the overarching structure for evaluating what an educated person should know and be able to do. These categories are:

LEAP ELO Category	Constituent Competencies
Knowledge of Human Cultures and the Physical and Natural World	Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts Focused by engagement with big questions, both contemporary and enduring
Intellectual and Practical Skills	Inquiry and analysis Critical and creative thinking Written and oral communication Quantitative literacy Information literacy Teamwork and problem solving
Personal and Social Responsibility	Civic knowledge and engagement (local and global) Intercultural knowledge and competence

	Ethical reasoning and action Foundations and skills for lifelong learning
Integrative and Applied Learning	Synthesis and advanced accomplishment across general and specialized studies Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

2.2 THECB Core Objectives

The Texas Higher Education Coordinating Board requires that all core curriculum courses address a defined set of six Core Objectives. These objectives represent the state's vision for what undergraduate students should achieve through their general education experience. Critical Thinking Skills and Communication Skills are required in all Foundational Component Areas.

THECB Core Objective	Description
Critical Thinking Skills (CT)	Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
Communication Skills (COM)	Effective development, interpretation, and expression of ideas through written, oral, and visual communication
Empirical and Quantitative Skills (EQS)	Manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork (TW)	Ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility (PR)	Ability to connect choices, actions, and consequences to ethical decision-making
Social Responsibility (SR)	Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

2.3 Wiley University Institutional Mission Alignment

As a premier liberal arts institution affiliated with the United Methodist Church and with an intentional focus on social good and leadership, Wiley University's General Education core curriculum emphasizes the development of the whole person. The four basic intellectual competencies that serve as benchmarks of achievement and proficiency are embedded across all General Education courses and represent the University's commitment to preparing students not only for professional success but for lives of purpose and service. This mission-driven dimension is woven into the ELO framework, ensuring that transfer credit evaluation accounts for the distinctive educational values that define a Wiley University degree.

3. Master ELO Map: General Education Core Curriculum

The following tables map each of Wiley University's nine Foundational Component Areas (FCAs) to the corresponding AAC&U LEAP Essential Learning Outcomes, THECB Core Objectives, and representative Wiley University courses. This mapping provides the basis upon which transfer coursework is evaluated: a transfer course need not be identical to a Wiley course, but it must demonstrably address the ELOs assigned to the relevant Foundational Component Area.

3.1 Communication (6 SCH)

Courses in this area focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills of writing, speaking, and visual communication.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
ENGL 1301 Composition I ENGL 1302 Composition II	Intellectual & Practical Skills: Written and oral communication, Critical thinking Integrative & Applied Learning: Application of ideas across contexts	CT - Critical Thinking COM - Communication Skills TW - Teamwork	Course must require sustained written argumentation (minimum 5,000 words across assignments) Must include research-based writing with proper documentation Must develop revision and editing skills Must address audience and purpose in communication

3.2 Mathematics (3 SCH)

Courses in this area focus on quantitative literacy in logic, patterns, and relationships. Students develop the ability to apply basic mathematical tools in the solution of real-world problems.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
MATH 1314 College Algebra OR equivalent mathematics course	Intellectual & Practical Skills: Quantitative literacy, Critical thinking, Problem solving Knowledge of the Physical and Natural World	CT - Critical Thinking COM - Communication Skills EQS - Empirical & Quantitative Skills	Course must address mathematical reasoning and problem solving Must require application of mathematical tools to real-world contexts Must develop quantitative literacy including data interpretation Must be college-level (not developmental)

3.3 Life and Physical Sciences (6 SCH)

Courses in this area focus on describing, explaining, and predicting natural phenomena using the scientific method. Students develop the ability to understand the importance of observation and empirical evidence.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
BIOL 1306 General Biology I BIOL 1106 General Biology I Lab PHYS/CHEM/BIOL Lab Science	Knowledge of the Physical and Natural World: Sciences and mathematics Intellectual & Practical Skills: Inquiry and analysis, Empirical reasoning	CT - Critical Thinking COM - Communication Skills EQS - Empirical & Quantitative Skills TW - Teamwork	At least one course must include a laboratory component Must apply scientific method and empirical reasoning Must develop ability to analyze and interpret data Must address natural phenomena in life or physical sciences

3.4 Language, Philosophy, and Culture (3 SCH)

Courses in this area focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Students examine cultural and philosophical traditions and develop critical perspectives on the human condition.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
PHIL 1301 Introduction to Philosophy HUMA 1301 Introduction to Humanities OR equivalent	Knowledge of Human Cultures: Humanities, histories, languages Personal & Social Responsibility: Intercultural knowledge and competence, Ethical reasoning	CT - Critical Thinking COM - Communication Skills SR - Social Responsibility PR - Personal Responsibility	Course must examine cultural, philosophical, or linguistic traditions Must develop critical analysis of ideas, values, and beliefs Must address cross-cultural perspectives or ethical reasoning Must engage with enduring questions of human experience

3.5 Creative Arts (3 SCH)

Courses in this area focus on the appreciation and analysis of creative artifacts and works of the human imagination. Students engage in critical, creative, and innovative communication about works of art.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
ARTS 1301 Art Appreciation MUSI 1306 Music Appreciation DRAM/THEA Course OR equivalent	Knowledge of Human Cultures: The arts Intellectual & Practical Skills: Creative thinking, Critical analysis	CT - Critical Thinking COM - Communication Skills TW - Teamwork SR - Social Responsibility	Course must involve analysis or creation of artistic/creative works Must develop aesthetic judgment and critical appreciation

	Personal & Social Responsibility: Intercultural competence		Must engage with artistic expression across cultures or historical periods Must address art as a form of human communication
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3.6 American History (6 SCH)

Courses in this area focus on the consideration of past events and ideas relative to the United States, with the option of including Texas history. Students examine the interconnectedness of global dynamics on the development of the nation.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
HIST 1301 U.S. History I HIST 1302 U.S. History II	Knowledge of Human Cultures: Histories Personal & Social Responsibility: Civic knowledge and engagement, Intercultural knowledge	CT - Critical Thinking COM - Communication Skills SR - Social Responsibility PR - Personal Responsibility	Must cover American history across a significant timespan Must develop historical thinking and analysis of primary sources Must address civic engagement and social responsibility Must examine diverse perspectives in U.S. history

3.7 Government/Political Science (6 SCH)

Courses in this area focus on consideration of the U.S. Constitution and the constitutions of the states, with special emphasis on Texas. Students analyze governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
GOVT 2301 American Government I GOVT 2302 American Government II	Knowledge of Human Cultures: Social sciences Personal & Social Responsibility: Civic knowledge and engagement (local and global), Ethical reasoning	CT - Critical Thinking COM - Communication Skills SR - Social Responsibility PR - Personal Responsibility	Must address U.S. constitutional principles and governmental structures Must develop civic literacy and engagement Must examine political behavior and democratic processes Must include analysis of federal and state government (Texas emphasis for in-state transfers)

3.8 Social and Behavioral Sciences (3 SCH)

Courses in this area focus on the application of empirical and scientific methods to the study of individuals, groups, and institutions. Students explore behavior and interactions among individuals, groups, institutions, and events.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
PSYC 2301 General Psychology SOCI 1301 Introduction to Sociology ECON 2301 Principles of Macroeconomics OR equivalent	Knowledge of Human Cultures: Social sciences Intellectual & Practical Skills: Inquiry and analysis, Critical thinking Personal & Social Responsibility: Intercultural competence	CT - Critical Thinking COM - Communication Skills EQS - Empirical & Quantitative Skills SR - Social Responsibility	Must apply empirical methods to the study of human behavior Must examine interactions among individuals, groups, or institutions Must develop understanding of social and behavioral phenomena Must address diverse perspectives and social responsibility

3.9 Component Area Option (6 SCH)

The Component Area Option (also known as the Institutionally Designated Option) addresses exemplary educational objectives aligned with Wiley University's institutional mission. These courses may include interdisciplinary studies, computer literacy, wellness, speech communication, or other courses reflecting the University's focus on social good, leadership, and the development of the whole person.

Representative Wiley Courses	LEAP ELO Alignment	THECB Core Objectives	Transfer ELO Criteria
SPCH 1315 Public Speaking KINE Health & Wellness CSCI Computer Literacy Additional approved electives per institutional mission	Integrative & Applied Learning: Synthesis across general and specialized studies Intellectual & Practical Skills: Teamwork, Communication, Information literacy Personal & Social Responsibility: Lifelong learning foundations	CT - Critical Thinking COM - Communication Skills Plus one additional objective from: EQS, TW, PR, or SR	Must meet the definition of at least one Foundational Component Area Must address a minimum of three THECB Core Objectives including CT and COM Must demonstrate integrative or applied learning Additional evaluation based on alignment with Wiley institutional mission

4. ELO Crosswalk Summary: LEAP to THECB to Wiley FCA

The following consolidated crosswalk provides a high-level summary of how each AAC&U LEAP Essential Learning Outcome category maps to the THECB Core Objectives and the Wiley University Foundational Component Areas in which those outcomes are primarily developed. This table serves as a quick reference for transfer credit evaluators.

AAC&U LEAP ELO	THECB Core Objectives	Wiley FCA (Primary)
Knowledge of Human Cultures and the Physical and Natural World	CT, COM, EQS, SR, PR	Life & Physical Sciences (6 SCH) American History (6 SCH) Language, Philosophy & Culture (3 SCH) Creative Arts (3 SCH) Social & Behavioral Sciences (3 SCH) Government/Political Science (6 SCH)
Intellectual and Practical Skills	CT, COM, EQS, TW	Communication (6 SCH) Mathematics (3 SCH) Life & Physical Sciences (6 SCH) Component Area Option (6 SCH)
Personal and Social Responsibility	SR, PR, TW, CT, COM	American History (6 SCH) Government/Political Science (6 SCH) Language, Philosophy & Culture (3 SCH) Social & Behavioral Sciences (3 SCH) Creative Arts (3 SCH)
Integrative and Applied Learning	CT, COM, plus discipline-specific objectives	Component Area Option (6 SCH) Reinforced across all FCAs through capstone and applied assignments

5. Transfer Credit Evaluation Procedures Using ELOs

The following procedures outline how transfer coursework is evaluated against the ELO framework when direct course-to-course equivalencies cannot be established. This process is designed to be fair, transparent, and efficient while maintaining the academic integrity of the Wiley University degree.

5.1 Evaluation Process

Step 1: Initial Transcript Review. The Office of the Registrar receives official transcripts from transfer students and identifies courses that do not have direct equivalencies in the Wiley University catalog. Courses with Texas Common Course Numbering System (TCCNS) designations that match Wiley's approved core courses are awarded credit automatically per state regulation.

Step 2: ELO-Based Evaluation. For courses without direct equivalencies (particularly from out-of-state, international, or non-traditional institutions), the transfer credit evaluator identifies the Foundational Component Area the course most closely aligns with and reviews the course against the Transfer ELO Criteria specified in Section 3 of this document. The evaluator may request syllabi, course descriptions, or other documentation from the sending institution.

Step 3: Faculty Consultation. When the ELO alignment is ambiguous or the course content is highly specialized, the evaluator consults with the appropriate faculty member or department chair in the relevant discipline. Faculty provide expert judgment on whether the transfer course meets the substantive learning outcomes expected for the corresponding FCA.

Step 4: Credit Award Decision. Based on the ELO evaluation, the course is either awarded credit toward a specific FCA, awarded elective credit if it does not meet a specific FCA's ELO criteria but represents college-level work, or denied credit with a written explanation provided to the student.

Step 5: Appeal Process. Students who disagree with a transfer credit decision may appeal through the Transfer Credit Appeal Process as outlined in the Wiley University Academic Catalog. The appeal is reviewed by the Provost or designee, who may request additional documentation or faculty review.

5.2 Documentation Requirements for ELO-Based Evaluation

To facilitate ELO-based evaluation of transfer coursework, students may be asked to provide the following: official course syllabus from the sending institution, catalog course description, examples of assignments or assessments (if available), accreditation status of the sending institution, and any competency or learning outcome statements associated with the course. The evaluator uses this documentation to determine alignment with the appropriate FCA's ELO criteria as defined in Section 3.

5.3 Special Considerations

Texas In-State Transfers: Per Texas Education Code Chapter 61, Subchapter S, core curriculum courses completed at any Texas public institution are transferable to Wiley University within the corresponding Foundational Component Area, provided they carry the appropriate Texas Core Curriculum (TCC) code on the transcript. Students who have completed the entire 42-SCH Texas Core Curriculum receive credit for the full core. The additional 3 SCH in Wiley's 45-hour core (reflecting the University's expanded Component Area Option) may require ELO-based evaluation.

Out-of-State Transfers: Courses from regionally accredited institutions outside Texas are evaluated on an ELO basis using the criteria in Section 3. The evaluator determines the FCA alignment based on course content, not on the sending institution's internal categorization.

International Transfers: International transcripts must be evaluated by an approved credential evaluation service (e.g., WES, ECE). ELO-based evaluation is then applied to the evaluated coursework using the criteria in Section 3.

Associate Degree Holders: Students who have earned an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited institution may be credited with completion of General Education requirements when applicable, provided a grade of C or better is earned in transferable coursework and institutional degree requirements are met, consistent with current catalog policy.

6. Assessment and Continuous Improvement

The ELO framework is a living document subject to regular review and revision. The Henry Cecil McBay Center for Teaching and Learning Excellence (CTLE), in collaboration with the Office of Institutional Research and Effectiveness and the Office of the Registrar, is responsible for the ongoing assessment and refinement of this framework. Assessment activities include periodic review of transfer credit decisions for consistency and accuracy in applying the ELO criteria, analysis of transfer student academic performance to validate that ELO-based credit awards result in comparable student success outcomes, annual review of the ELO mapping in light of curricular changes, new course approvals, or updates to the THECB Core Curriculum or AAC&U LEAP framework, and faculty feedback on the adequacy of the Transfer ELO Criteria for each FCA. The ELO framework is reviewed annually by the Curriculum Committee and the Division of Academic Affairs, with revisions recommended to the Provost for approval.

7. Alignment with Accreditation Standards

This ELO framework supports compliance with multiple accreditation and regulatory standards. Under SACSCOC, it addresses Standard 6.3 (Institutional Credits for a Degree) by establishing clear policies for evaluating and accepting transfer credit, Standard 9.3 (General Education Requirements) by demonstrating that the General Education core curriculum is guided by clearly articulated learning outcomes, and Standard 8.2 (Student Achievement) by providing a framework for assessing whether transfer students achieve comparable outcomes. Under THECB, it fulfills the requirements of Texas Administrative Code Chapter 4, Subchapter B, which governs core curriculum transfer and requires that core courses address specified Foundational Component Areas and Core Objectives. Under ACBSP, it supports the accreditation requirement for assessing student learning outcomes in the general education component of business degree programs. The ELO-based approach ensures that Wiley University maintains the academic quality and rigor expected of a SACSCOC-accredited institution while removing unnecessary barriers to transfer student success.

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