

General Education at Oakland University

March 20, 2013

Introductions

- Name
- Department / Area(s) of teaching
- Length of time at Oakland University
- Interest in General Education

General Education Philosophy

- Goals:
 - Introduce students to a broad knowledge base
 - Develop analytical and evaluative skills
 - Create a solid foundation for productive and fulfilling lives of leadership, innovation, and service
- General education is intended to complement the major to increase the students' flexibility and options upon graduation

Requirements

- A minimum of 40 credits toward the following components:
 - Foundations
 - Explorations
 - Integration - Knowledge Application
- In addition, the following components must be met either within *or beyond* the 40 credits:
 - Integration - Capstone
 - Writing Intensive
 - U.S. Diversity

Foundations

- *Intended to develop skills and understanding that are invaluable for all of the student's subsequent education:*
- **Writing Foundations**
 - knowledge of the elements, writing process, and organization strategies for creating analytical and expository prose
 - Effective rhetorical strategies appropriate to the topic, audience, context, and purpose
- **Formal Reasoning**
 - Knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics, or logic
 - Application of formal reasoning to read, understand, model, and solve problems across a variety of applications

** Must be taken prior to the student's junior standing*

Explorations

- *Intended to create well-educated individuals who have a critical appreciation of the ways we gain knowledge and an understanding of the universe, of society, and of humankind*
- **The Arts:**
 - Knowledge of cultural or historic traditions in visual, auditory, movement, theatrical or cinematic art
 - Knowledge of the role of art as a critical commentary on society and as an aesthetic expression of experience
- **Foreign Language and Culture:**
 - Knowledge of a foreign language and culture
 - Knowledge of linguistic and cultural diversity and the contributions of such diversity to the global society

Explorations

- **Global Perspective:**

- Knowledge of the environments, political systems, economies, societies and religions of one or more regions outside the United States and awareness of the transnational flow of goods, peoples, ideas, and values
- Knowledge of the role that different cultural heritages, past and present, play in forming values in another part of the world, enabling the student to function within a more global context

- **Literature:**

- Knowledge of how literature is an expression of culture
- Knowledge of literary form

Explorations

- **Natural Science and Technology:**
 - Knowledge of major concepts from natural science or technology, including developing and testing of hypotheses; drawing conclusions; and reporting of findings and some laboratory experience or an effective substitute
 - How to evaluate sources of information in science or technology
- **Social Science:**
 - Knowledge of concepts, methods, and theories designed to enhance understanding of human behavior and/or societies
 - Application of concepts and theories to problems involving individuals, institutions, or nations

Explorations

- **Western Civilization:**
 - Knowledge of the historical events and/or philosophical ideas of European or American culture
 - Knowledge of how Western ideas or institutions have evolved over time

Integration

- *The knowledge and capacities of the various disciplines and majors do not exist in isolation but form an integrated whole. The Integration Areas allow students to:*
 - *synthesize their knowledge*
 - *to see connections among the various disciplines*
 - *to apply their knowledge to real world problems*

Integration

- **Knowledge Application:**

- How knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications
- Knowledge of the personal, professional, ethical, and societal implications of these applications

** Courses MUST be outside the student's major and have a prerequisite for the application area*

- **Capstone:**

- Appropriate use of a variety of methods of inquiry and a recognition of ethical considerations that arise
- The ability to integrate the knowledge learning in general education and its relevance to the student's life and career

Writing Intensive

- *Intended to give students depth in both general and discipline-specific writing abilities. May be cross-listed with courses that also satisfy the Explorations and Integration areas.*
- Writing should be integrated into the course requirements through more than one means (e.g., papers, laboratory reports, abstracts, quizzes, examinations, journals, in-class writing projects, etc.)
- The writing projects and writing assignments should emphasize critical inquiry, including gathering, interpreting, and evaluating information appropriate to the area of study

Writing Intensive

- Written work should be evaluated for format, organization, style, grammar, and punctuation as well as content
- At least one writing assignment should involve revision after the instructor has provided feedback on a first draft
- At least one writing assignment should be an out-of-class or lab assignment of at least 500 words
- Writing assignments may vary in number and length, but should add up to a minimum of 10 pages or 2500 words over the semester
 - *1 / 3 of a students grade must be based on assignments requiring substantive writing for a 4-credit course, or 2 / 3 for a 2-credit course*
 - *Students must have completed the writing foundations requirement prior to taking the writing intensive course*

U.S. Diversity

- *Intended to allow students to develop an understanding of the history, strengths, and the challenges of the diversity found across the United States. U.S. diversity courses may also satisfy other areas within the General Education structure.*
- Knowledge of how diverse value systems and societal structures in the United States are influenced by at least two of the following: race, gender, ethnicity
- Identify major challenges and issues that these raise in society.
- 50% of course content

* *Approved diversity courses may double count in the major and/or general education*

Small Group Activity

- Please review the syllabus provided to your small group.
- Discuss the ways in which the syllabi meet (or do not meet) general education requirements
 - If the syllabus does appear to meet general education requirements, how so and in what area(s)?
 - If the syllabus does NOT appear to meet general education requirements, why not?
 - How could the assignments for the course(s) be modified to meet the GESLOs (General Education Student Learning Outcomes)?

Process for Course Approval for General Education

- https://forms.oakland.edu/forms/FormsPROD/OU_Forms/UE/GenEdCourseApp1.aspx
- General Education Assessment Requirement:
 - Courses submitted for approval as a General Education course must have a plan for assessing the GESLOs (not the entire course...just the GESLOs)
 - Only the Writing Intensive courses do not have specific learning outcomes and are, thus, exempt from the assessment requirement

Questions

