A Proposal for the Renewal of General Education at Oakland University

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I. Introduction

A. Heritage of Distinction

Oakland University has a heritage of outstanding liberal arts education that has provided a strong foundation for general education. In 1989 the university's accrediting body, the North Central Association of Schools and Colleges (NCA), lauded OU's general education program and noted that Oakland was one of the first universities to recognize the importance of including international courses in its core curriculum. However, much has changed since the current general education program was conceptualized. There have been significant changes in the way people live and carry out their careers -- the globalization of society, the rapid spread of technology, the likelihood of having multiple careers during one's lifetime, and recognition of the importance of lifelong learning to name only a few. Employers are emphasizing the importance of liberal studies, critical thinking, leadership, and the ability to work with people from a wide variety of backgrounds. The NCA has also indicated the importance of providing not only the knowledge but also the skills and values needed to live a creative and fulfilling life. With a proud history of providing excellence in general education, OU has now taken up the challenge of revising its current program in order to develop a renewed general education that will continue to meet the needs of our students. This proposal for the renewal of general education at Oakland University is designed to continue OU's tradition of seeking excellence in the instruction of its undergraduates and in the development of a distinctive undergraduate experience.

B. Relationship to the University Mission

General education is central to the undergraduate experience of our students, touching the lives of Oakland graduates and helping to shape their future. At the baccalaureate level general education is the largest undergraduate curriculum at the university. Oakland University's mission states that "A strong core of liberal arts and sciences is the basis on which undergraduates develop the skills, knowledge, and attributes essential for successful living and active, concerned citizenship." The OU mission also states that co-curricular student development is essential to "integrate cognitive learning with the personal growth of the individual student in emotional, social, physical, cultural, ethical and interpersonal domains. In so doing, the University seeks to facilitate the development of those personal skills which will contribute to informed decision making and productive citizenship." Maintaining a strong undergraduate program is the first element in Oakland University's Strategic Plan and in its Vision 2010. The University's capital campaign is focused on a distinctive undergraduate experience supported by a signature core curriculum. The importance of general education is woven throughout the mission and vision of Oakland University.

C. Effective General Education: Literature and Models

What is the mission of general education? Andrea Leskes, director of Greater Expectations, a national project on the state of higher education, describes the importance and practicality of general education:

> The capacities, the intellectual skills, and the knowledge students develop through a liberal education provide the mental agility needed in an increasingly complex and knowledge-based world. So, in that sense, a liberal education is practical…if you look at what the professions want in their graduates, you'll find some beautifully articulated outcomes of a liberal education. Liberal education…employs inquiry to develop complex intellectual skills and capacities through engagement with rich and challenging ideas across a range of subject areas. It helps students become informed citizens, as well as productive professionals. It prepares them for life, as well as for a living (Leskes, 2003).

Much has been learned about what constitutes a sound undergraduate experience and about the elements of an effective general education program (See Bibliography in Appendix A). In 1994 the Association of American Colleges and Universities published *Foundations of Strong General Education* based on a national study of the elements of effective general education programs. According to the research, strong general education programs:

- Explicitly answer: What is the point of general education?
- Embody institutional mission
- Strive for educational coherence
- Teach social responsibility
- Engage and empower students as active learners
- Are designed to continue to evolve
- Foster academic community
- Have strong faculty and administrative leadership and support
- Engender substantial and enduring commitment from multiple constituencies
- Support cross-disciplinary dialogue and faculty development
- Reach beyond the classroom to co-curricular activities
- Assess and monitor student and program progress

The proposed renewal of general education at Oakland University seeks to adhere to these principles. As background for the work of the task forces, information on general education programs of thirty institutions was compiled and reviewed. A listing of these institutions can be found in Appendix B. Although there have been myriad variations among general education programs, there have been three overarching models in the United States: the great books model, the discipline-based model, and the effective citizen model. Robert R. Newton discusses these models in his article "Tensions and Models in General Education Planning" in the *The Journal of General Education*. We hope you will take a moment to read the following overview of these three models since this material helps in understanding what is happening today in general education and some of the differences that arise between people during a general education review process.

D. Three Models of General Education

The Great Books Model

The great books model defines an ideally educated person as one familiar with classic works and who has grappled with fundamental questions of human existence. It strives to provide a context within which students confront fundamental questions of life the perennial questions of humanity. These questions are introduced through in-depth historical review of the works of thinkers whose ideas changed human history. Criticisms of this model include the lack of attention to current knowledge and the heated debate over what the canon should contain in order for it to represent our cultural heritage.

Outside of small liberal arts institutions, the great books model is seen less frequently today, but there are elements of this model that can still be of value. For example, an important feature of the great books model is the introduction of students to important questions that transcend the disciplines. The great books model is perhaps the most coherent of all of the general education models and it integrates knowledge through discussion of fundamental questions. Some believe that smart students should be able to integrate what they learn on their own. They believe it is because students aren't bright enough that they have difficulty. Actually, even very bright students have trouble integrating knowledge and unless they are able to do so, they do not understand how it is relevant. Hence, they see general education as a checklist of things to get out of the way. Thus, coherence in a program is an important factor.

The Discipline-Based Model

The ideally educated person in the discipline-based general education model is a beginning practitioner of the basic disciplines who has an understanding of the key concepts and the methods of inquiry that scholars use. In its purest form this model is an introduction to the separate disciplines. It views scholarly disciplines as the developers and storehouses of human knowledge, and it focuses on the importance of specialization. This model became popular with the advent of the prestigious research universities in which undergraduate

students were viewed as neophyte practitioners of the disciplines. Its greatest advantage is that it offers a rigorous introduction to the basic concepts of the discipline and how scholars analyze and solve problems in the discipline. Major criticisms include its fragmentation, the absence of an attempt to effectively communicate the relevance of the disciplines to students and society, and its focus on what is taught instead of what is learned.

There is one unusual outcome of the discipline-based model. Because of its emphasis on specialization, the discipline-based model has been subject to the push from majors to eliminate more and more credits from general education following the logic that if specialization is good, we should allow students to specialize sooner in their major discipline. This argument is compounded by the model's lack of attention to the issue of relevance. Because each discipline focuses on its own importance, the program has difficulty "pulling together" to argue for the importance and relevance of the multiple disciplines in general education. The challenge is how to preserve the highly positive features of the model (such as the expectation of rigor) while improving upon it. Although many faculty members believe in the philosophy underlying the discipline-based model, many others also feel compelled to support this model because of the way that most modern universities are structured. Our departmental structure means that resources flow to departments based on credit-hour delivery. Thus, it is not just philosophical beliefs that maintain interest in keeping a discipline-based model. Concerns about department survival are also involved.

Effective Citizen Model

An ideally educated person in the effective citizen model of general education is one who is familiar with the important ideas and discoveries of the disciplines and who understands their relationship to and implications for the society. The effective citizen model focuses on the student and what the student should learn in order to live well and engage fully in society. Its major advantage is the combined focus on understanding important ideas and approaches of the disciplines and their social implications. It makes relevancy pivotal. This model is becoming more prevalent because of its focus on student learning. The major criticism of the model has been about its implementation. In some cases programs teach only about the disciplines rather than teaching the disciplines. A second concern about the effective citizen model is that it includes skills.

Why does inclusion of skills in general education bother some people? Within the Western intellectual tradition that underlies the discipline-based model there is a separation between theory and practice with practice seen as a more base pursuit. Skills equate to practice. This is the root of much disciplinary bias and why there appear to be status differences between some disciplines. Skills are also associated with technical arts such as those learned in community colleges. Therefore, there is resistance to including skills in a university general education program. There are two points to consider about this position. First, although some faculty have the view that skills are a lesser form of education, it becomes evident that students require a variety of skills to succeed at a university education. In conversation some faculty will even admit that we "hope they get them by the end of their study." These are skills such as critical thinking (logical reasoning), writing, and the ability to clearly articulate ideas. If we believe these are valuable skills that help to determine a student's success in other disciplines, it seems that intentionally teaching them is a good idea. Indeed, rather than dumbing-down the curriculum, it would be sharpening it up to provide the habits of the mind that increase reasoning ability.

Understanding this background about general education models can help us to recognize the reasons for some of the strong reactions that are seen during any revision of general education. But this situation also offers a genuine opportunity. As can be seen, there are elements of each model that can contribute to the enhancement of an effective general education program. Oakland University's general education is founded on the discipline-based model. Regional accrediting agencies, such as the NCA, favor the focus on student learning found in the effective citizen model. This proposal honors Oakland's tradition of using the disciplinary model while introducing elements from other models to enhance general education.

E. Need for Review of General Education

There were three pressing reasons, in addition to the pursuit of excellence in undergraduate education, for undertaking a renewal of general education at Oakland University. First, a survey of a random, stratified sample of tenure system faculty was conducted in 2000 regarding the current general education program. This survey employed a national instrument, AAC&U's *Assessing General Education*. The results clearly indicated that the faculty completing the instrument did not believe that the current general education program was meeting the principles of effective general education (Appendix C). Second, the report of the 1999 NCA comprehensive review of the university included serious concerns about OU's general education program and its assessment (Appendix D). As a result of these concerns, the NCA scheduled a focus visit in the winter of 2005. The NCA expects to see progress on the deficiencies noted in its report by the time of the focus visit. The questions NCA reviewers will focus on in 2005 include:

1. Are the goals/objectives of the general education program clearly articulated so that faculty and students understand its purposes?
2. Does the general education program stimulate the examination of values and the acquisition of skills as well as knowledge?
3. Do the purposes of general education manifest themselves across the general education areas and thus throughout the entire general education program?
4. Are student learning outcomes regularly and properly assessed within the program?
5. Are assessment findings informing University planning and budget processes and leading to improvement in student performance?

Third, the current general education program has not undergone comprehensive revision in over a decade. During that time, there have been substantial changes in society and in the careers for which students are being prepared.

F. Summary of the Process

In 1998, prior to the comprehensive visit of the NCA, Oakland University began the process of considering its general education program. A team of faculty representatives from Senate committees, department chairs and administrators attended the American Association for Higher Education Summer Academy. The team's goals included examining the current goals of OU's general education program, reviewing the coherence of the program and how it under girds the curricula of the schools and college, determining how assessment could be used in the general education process, and learning about the general education programs of other institutions in attendance. In 1999 the NCA completed a comprehensive visit to Oakland University and informed the University that a focus visit was forthcoming on general education. In 2000 the Office of Academic Affairs sponsored a series of dinners with a random, stratified sample of Oakland's tenure system faculty. These dinners included structured interview questions and discussion by the participants as well as a written survey of the participant's views on the current general education program. The discussions included questions regarding faculty views on what ideally constituted the knowledge, skills, and values that should be included in general education and what it means to be a liberally educated person. A conceptual/theme analysis was done of the audiotapes of the discussions. Themes that repeatedly emerged across groups were identified as the elements that faculty believed important to include in general education. In 2000 the provost appointed Task Force I whose charge was to turn the concepts from the dialogue dinners into learning outcomes and place them into modules. During this time, a focus group from business and industry was also conducted to obtain feedback about general education. A presentation/discussion was also held with members of Student Congress to obtain input. Task Force I identified a large number of learning outcomes. University-wide faculty input was sought regarding the outcomes and structure through open forums and electronic mail.

Task Force II was appointed by the provost in 2001. Task Force II's charge was to develop an implementation plan for the modules and outcomes identified by Task Force I. In the process of developing a plan for implementation it became apparent that the ideal elements identified by the faculty through the dialogue dinner process went beyond what was practical to include in a general education program and included elements that are part of a broader undergraduate experience. The Senate asked Task Force II to develop a simpler framework for a general education program. That framework was developed based on input from the faculty and was passed by the Senate in April 2003. The Senate then charged Task Force II with developing a program proposal for general education based on the framework to go to the Senate in December 2003. This proposal was developed to meet that charge.

II. General Education Philosophy

The major goal of Oakland University's general education program is to introduce students to a broad base of knowledge as well as the analytical and evaluative tools needed to lead productive and fulfilling lives of leadership and service. A well-educated person is not a narrow specialist. The breadth of knowledge acquired through general education cannot be found in any single major. Therefore, the general education program is comprised of three parts: foundations, explorations, and integration. Together they complement the major to increase the student's flexibility and options upon graduation. The Foundations Knowledge Areas that all students must master include Writing and Formal Reasoning. These courses develop skills and understanding that are invaluable for all of the student's subsequent education. In addition to fundamental abilities a well-educated person should also have a critical appreciation of the ways in which we gain and apply knowledge and an understanding of the universe, of society, and of humankind. Oakland's general education program therefore includes seven Explorations Knowledge Areas: Arts, Foreign Language & Culture, Literature, Global Perspectives, Natural Science & Technology, Social Science and Western Civilization. A sound education also requires capacities that cut across the knowledge areas. At Oakland University the general education program is designed to enhance the abilities of Critical Thinking, Information Literacy, Effective Communication and Social Awareness. Finally, for the well-educated person, the knowledge and capacities of the various disciplines and majors do not exist in isolation but rather form an integrated whole. The Integration Knowledge Areas that include Knowledge Application and a Capstone, allow students to synthesize their knowledge, seeing the interconnections between the various disciplines and applying their knowledge to real world problems. This integrated knowledge forms the basis for students to continue to learn and grow throughout their lives and prepares them for productive lives of service and leadership.

III. Overview of the Proposed General Education Program

A. Discussion of Framework for General Education

The University Senate accepted the basic framework for this program in April of 2003. The General Education Program framework is grounded in the tradition of liberal arts education and provides broad education across disciplines while providing an opportunity to focus on capacities critical to success in today's society. The proposed 40-credit program divides general education into three parts, Foundations of Knowledge, Knowledge Exploration, and Knowledge Integration. It also identifies four crosscutting capacities: the ability to communicate effectively; the ability to think critically; social awareness; and information literacy. The goal of the program is to prepare students to become leaders in their chosen fields by challenging them to acquire knowledge of a wide range of academic areas, issues central to our society and world, and fundamental capacities.

While the program might appear to increase the credit requirements for students at Oakland University, it does not do so. In the current catalog the 8 credits required of undergraduate students in writing and diversity are separate from general education and the General Education Committee does not review courses offered in these areas. In the new program these courses are folded into the new plan to clarify their status as general education. The program remains 40 credits if students take the capstone requirement in their major; if the major does not incorporate a capstone experience, students will take an elective capstone.

The General Education Committee will be responsible for reviewing courses offered for inclusion in each of the three main areas below. The expectation is that most courses currently fulfilling general education requirements also will fulfill requirements in the new plan with little modification. During the initial implementation phase, both programs will operate concurrently while the old program is phased out and the new one phased in.

Foundations Knowledge Areas
The Foundations Knowledge Areas include one course in writing at the Rhetoric 160 level and one course in formal reasoning. The framework calls for the course that is equivalent to Rhetoric 160 to be taken by the end of the freshman year at Oakland University and for formal reasoning to be taken prior to junior standing. The goal of this segment of General Education is to encourage students to develop effective writing skills and the ability to engage in formal or mathematical reasoning. By introducing these skills early and returning to them in other areas of the program, students will understand the importance of formal reasoning and writing and continue to develop these skills throughout their undergraduate education.

The Formal Reasoning area will incorporate courses from disciplines such as computer science, mathematics, statistics, linguistics and logic that require students to use formal reasoning systems to model and solve problems. The writing area will introduce students to the elements of effective writing and rhetoric. The incorporation of writing into general education is a change from the current program but adds no additional credits to general education. The course approved to meet the requirement will be at the level of Rhetoric 160. Students not qualifying for Rhetoric 160 will need to complete recommended prerequisite courses, as do students currently. In addition to Rhetoric 160, students will also be required to complete an additional intensive writing course in general education and an intensive writing course in their major, in order to satisfy the writing requirement. The additional writing requirements will be fulfilled as students complete other elements of their educational program at Oakland University and will not add any additional credit hour requirements. It should be noted that a student who changes majors will only be required to satisfy the intensive writing courses. The definition of an intensive writing course is one in which one third of the student's grade is based upon writing assignments such a papers, projects, etc. More information on intensive writing courses can be found in Appendix E.

Explorations Knowledge Areas
Within the Explorations Knowledge Areas students will be required to take one course in each of seven areas in order to meet the general education requirements. In this important area of general education students acquire the breadth of knowledge associated with educated people as well as analytical skills used across a variety of disciplines. Specifically the Explorations Knowledge Areas are designed to:
Create awareness and understanding of the knowledge that forms the core of the life of an educated person. Create a global perspective through international courses and language that contributes to understanding the place of the United States in the world and the interrelationships of today's society. Allow students to explore the possibilities within a variety of fields before selecting a major.

Knowledge areas have outcomes that will be utilized for assessment purposes. In the new plan, Arts, Literature, Natural Science and Technology, Social Science, and Western Civilization are very similar to the areas offered in the current General Education Program. The specification of learning outcomes is the major difference common to all. In Natural Science and Technology, some laboratory experience will be required. Discussions about this proposed requirement have been carried out with the chairs of the relevant departments.

The language requirement has been changed to Foreign Language and Culture reflecting the Senate's desire to eventually establish a foreign language requirement. Currently, the Department of Modern Languages and Literature does not have sufficient faculty resources to establish a language requirement. The outcomes have been written to allow the Department of Linguistics to offer courses in this area but the plan articulates the goal of moving to a foreign language requirement by 2010 if the financial situation of the university allows. The International Studies requirement has been changed to Global Perspectives to reflect the trend toward globalization and the transnational flow of goods, peoples, ideas and values. It is expected

that all the current International Studies courses will continue to qualify in this area but that other courses meeting the outcomes also might be proposed and approved.

The U.S. Diversity requirement can be met in one of the seven Knowledge Explorations areas or in the major. It has been broadened to include gender in addition to race and ethnicity. A course can qualify to meet the diversity requirement if one-half of its content deals with issues relating to at least two of the following: race, gender, or ethnicity. The inclusion of the diversity requirement in the General Education Program increases the likelihood that students will receive diversity instruction in more than a single course during their tenure at Oakland University. It also will simplify the process for students who need to file petitions relating to the requirement because the requirement will be monitored by the General Education Committee rather than University Committee on Undergraduate Instruction. The expansion of the requirement to include enriches it, allows for a broader range of courses, and will provide a deeper understanding of the complexity of diversity in our culture.

Integration Knowledge Areas
Knowledge Integration Areas are new to general education and designed to help students understand the relationship of other disciplines to their major field and to provide an opportunity to learn how knowledge is applied in a field outside their major. This is a distinctive feature of the new program. Knowledge Integration has two areas. First, Knowledge Applications is designed to encourage students to explore the ways in which knowledge can be applied in areas outside their own field of study. Courses in this component will examine the applications of knowledge in a variety of ways. This provides an opportunity for students to compare and contrast methods used in their major with those in another field (see Appendix F.) Second, the Capstone Experience is intended to create an explicit link between general education and the student's major or between general education components if the student takes a general education capstone instead of one in their major. The capstone can be interdisciplinary or discipline specific. If taken in the major it must explicitly address the relevance of three of the general education knowledge areas and/or capacities to the major. This is an opportunity for methods of inquiry and ethical considerations to be discussed and practiced and for students to see the relevance of various elements of general education to their future. Although students who change majors may be required to take a second capstone as part of their major, students are only required to meet the general education capstone requirement once. Both Knowledge Integration areas will focus the student's attention on issues of ethics, the application of knowledge to specific problems, and the relevance of the undergraduate experience, and especially general education, to the student's life.

Cross-Cutting Capacities
Today, it is recognized that there are a number of capacities and values that not only contribute to personal success but also to the success of the society and the organizations within it. The cross-cutting capacities in the new General Education Program include:

- Effective communication
- Critical thinking
- Social awareness
- Information literacy

Courses proposed for inclusion in the General Education program must address at least one of the four cross-cutting capacities. Oakland's new General Education Program will ensure that students are exposed to these capacities multiple times throughout their general education experience by requiring that general education course proposals state, in general, how they incorporate the cross-cutting capacities. The ability to communicate effectively could be met through the use of oral presentations or writing assignments. Communicating information in a meaningful way is a fundamental skill necessary to success in academe and society. The critical thinking requirement can be demonstrated through the ability to handle formal reasoning and through more complex writing assignments that require students to analyze or critique information. Critical thinking includes a number of skills. First, it is the ability to raise vital questions and problems formulating them clearly. Second, critical thinking includes the ability to gather and assess relevant information using abstractions to interpret it effectively. Third, students will have the ability come to well-reasoned conclusions and solutions and test them against relevant criteria. Fourth, it is the ability to

recognize and assess the assumptions, implications and consequences of alternative systems of thought. Fifth, students will be able to work with others to figure out solutions to complex problems.

Social awareness is intended to encourage instruction that will enhance a student's understanding of the society and their effectiveness as citizens. Courses with a social awareness component will provide students with the ability to understand issues of social importance, examine the ways in which these issues are handled within our society, and enable students to act as effective citizens. Information literacy addresses the need for students to develop the skills to investigate problems on their own once they leave the institution. The tools for acquiring information, the ability to evaluate the quality of the information source, and the ability to use the information are central to this capacity. Also important is the need to develop the ability to acquire information from a variety of sources and delivery mechanisms.
Taken together, the three general education areas, along with the cross-cutting capacities, are designed to provide the student with a core understanding of what it means to be an educated person in our society, to provide the foundation for success during the university experience and beyond, and to enhance the student's ability to effectively apply the knowledge and skills learned in their majors within the work place and society.

B. General Education Framework

The structure of the General Education Program appears on the following page. The University Senate accepted the basic framework in April of 2003. The following three proposed changes have been made to the framework.

- There are three possible ways of meeting the capstone requirement listed in the original framework. These include a temporary method designed to ease the transition to the new program. The framework accepted by the University Senate in April indicated that this temporary measure would be in place for 3 years. This proposal is recommending that the time frame be extended so that the temporary measure is in place for five years to further ease the transition.
- Although all general education courses are required to address one of the cross-cutting capacities, courses in four areas are now required to include specific cross-cutting capacities. The capacities naturally fit into these areas and this specification insures that students have the opportunity to learn all four capacities. Rhetoric includes the information literacy capacity. Intensive writing courses address the effective communication capacity. Formal reasoning includes critical thinking, and global perspective courses will include the social awareness capacity.
- The intensive writing course in the major must be outside of the capstone. This change is proposed to increase the number of courses the student takes that require substantive writing.

GENERAL EDUCATION[1,2,3,4]

Foundations Knowledge Areas:

Writing

- 1 course equivalent to RHT 160.[5,6] Requirement also includes an intensive writing component[7] in one general education course outside of RHT 150-160 and an intensive writing component[7] in one course in the major

Formal Reasoning[8]

- 1 course in Mathematics, Statistics, Logic, Linguistics, or Computer Science

Explorations Knowledge Areas:

Arts

- 1 course

Foreign Language & Culture [9,10]

- 1 course

Global Perspective

- 1 course

Literature

- 1 course

Natural Science and Technology

- 1 course with laboratory experience[11]

Social Science

- 1 course

Western Civilization

- 1 course

Integration Knowledge Areas:

Knowledge Applications

- 1 course
  Must be in a course <u>outside</u> of major (major is defined as the rubric)

Capstone Experience

Capstone requirement can be met by:

1) a capstone course[12] in the major that makes explicit the connection between the major and general education or
2) a capstone course outside of the major that relates general education areas or
3) or a second knowledge applications course that applies knowledge from a general education area already taken (This temporary alternative is for 5 years.)

The capstone can be interdisciplinary

1. Completion of this program requires a minimum of 40 credits including at least one course (three or more credits)* in each of the 10 general education knowledge areas plus a capstone.
2. The 10 knowledge areas and the capstone each require two learning outcomes. All courses in an area must satisfy the learning outcomes for the area.
3. One course that integrates U.S. diversity in two of the following topics: race, ethnicity, gender. The requirement can be met by any course that integrates U.S. diversity content equivalent to one half of a 4-credit course. The diversity requirement can be taken within the 10 general education knowledge areas or outside of them.
4. There are four cross-cutting capacities for the general education program: critical thinking, social awareness, effective communications, and information literacy. Courses in each knowledge area must state, in general, how they contribute to goals in these areas. Each course in general education must include at least one capacity with four areas requiring a specific capacity.
5. All prerequisites must be satisfied as necessary.
6. The equivalent of RHT 160 must be completed during the first two semesters unless remedial instruction is required.
7. One-third of a student's grade is based on assignments requiring substantive writing (papers, projects, reports, etc.). Cannot be the capstone course.
8. The formal reasoning course must be completed prior to junior standing.
9. Resources are not currently available to establish a pure foreign language requirement. The goal to only include foreign language in this area should be pursued over the next 5 years.
10. Courses do not count for global perspective
11. Requires at least 3 laboratory experiences during the course (see learning outcomes)
12. Many types of major courses can qualify for the capstone experience in the major, for example, traditional capstones, internships, courses containing an integrative thesis, integrative types of seminar courses, research courses, courses culminating in a creative performance that integrates concepts from the major, etc.

* This same language currently appears in the general education description in the undergraduate catalog

C. Catalog Copy

Potential catalog copy containing a more student friendly version of the framework and the goals of general education is presented in Appendix G. This version was piloted on students from the OU Leadership Institute. This focus group of students had many favorable comments regarding the catalog copy and the renewed general education program. Students said they liked the service and leadership focus. They liked the three areas (foundations, exploration, integration) and how they were broken down. They liked the way the program fits and holds together. Students felt it was easier to understand the meaning of general education. They liked the connections aspect of the program. They believed that the program shows students that general education is not taken in vane but complements the major. They viewed the new general education as a rigorous program. One student commented that general education now flows like a novel – it has a beginning, a middle and a climax. They felt the new program synthesizes what they have learned. A student commented that he believes the ease of understanding the general education program at OU will help with recruitment. In looking at universities to attend last year he noticed how confusing some general education programs have become and it is a deterrent to students. Students commented that they think the new general education program is very strong. The students did voiced two concerns. First, they wanted to make certain that if writing and formal reasoning are to be taken early in students' academic careers there need to a sufficient number of sections for students to take. Second, they wondered about students coming to OU who do not have basic computer skills. The focus group students were advised that many faculty believe that basic word processing and computer skills are not college level content. From the subsequent discussion, a possibility for future consideration emerged: those students who do not have basic computer usage skills might be identified when they enter the university and be required to take a two credit basic computing course outside of general education.

D. Transfer Students

During 2004-2005 the Registrar's Office will be refining the details of student transfer into the new general education program. The university will maintain a MACRAO agreement and any needed adjustments will be negotiated with the community colleges. Students transferring under MACRAO will still be expected to meet requirements for an intensive writing course in the major, the knowledge application, and capstone requirements. OCC's representative to the General Education Task Force and a representative from Macomb Community College will advise on how to make the transfer to OU as seamless as possible. For students who do not enter under MACRAO, general education equivalents will depend on what knowledge areas are covered by the courses the student transfers.

IV. Learning Outcomes

A. Overview of Learning Outcomes

Learning outcomes describe what we expect students to know or be able to do after receiving instruction or engaging in a learning activity. The new general education program has three major parts Foundations, Exploration, and Integration. Within these main divisions there are a total of ten Knowledge Areas plus Diversity and a Capstone. There are two learning outcomes for each of these. The number of general education outcomes that a course must cover (2) has intentionally been kept small since it is expected that instructors will also want to include additional course specific learning outcomes. Using learning outcomes for each area within General Education provides a number of advantages to both students and the university community:

First, the learning outcomes provide clarity to students. Since each outcome describes what students are expected to learn in any course within a general education area, students have a clearer understanding of why they are required to take a course. This clarity should also make it easier to determine if a transfer course has satisfied an Oakland University General Education requirement.

Second, learning outcomes provide a common thread for all courses within an area. Since courses from a variety of disciplines will generally be able to satisfy a general education area, the learning outcomes

provide the common thread that link these courses into a single area. They involve knowledge that students are expected to master regardless of the course's discipline.

Third, the learning outcomes facilitate student assessment. Since the learning outcomes describe what a student should have learned within an area, an instructor can assess if a student has mastered the learning outcomes for General Education in the area of the course. This provides the university community, and outside accrediting bodies evidence that our General Education Program is meeting the goals it was designed to achieve.

Fourth, the learning outcomes provide guidance to the university community. By creating measurable standards that a course must meet in order to satisfy a particular area, the Senate General Education Committee, based upon a department's application, can determine if a course should be included or retained in a particular area of general education.

The learning outcomes in the new general education program were developed through a faculty process: a faculty committee drafted the outcomes, chairs whose departments anticipate teaching courses in an area revised and refined them, and finally the chairs took the learning outcomes back to their faculty for comment.

B. List of Learning Outcomes for the Proposed General Education Program

Foundations of Knowledge Areas

Formal Reasoning

The student will demonstrate:

- 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

Writing

The student will demonstrate:

- knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
- effective rhetorical strategies appropriate to the topic, audience, context, and purpose

Knowledge Exploration Areas

Arts

The student will demonstrate:

- knowledge of cultural or historic artistic traditions in visual, auditory, movement, theatrical, or cinematic art
- knowledge of the role of art as critical commentary on society and as an aesthetic expression of experience

Foreign Language and Culture

The student will demonstrate:

- knowledge of a foreign language and culture
- knowledge of linguistic and cultural diversity and the contributions of such diversity to the global society

Global Perspective

The student will demonstrate:

- 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
The student will demonstrate:

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

Natural Science and Technology:
The student will demonstrate:

- knowledge of major concepts from natural science or technology, including developing and testing of hypotheses; drawing conclusions; and reporting of findings through some laboratory experience or an effective substitute (*Laboratory experiences are met by either a limited number of interactive experiences, collecting and interpreting raw data, or other effective experiences such as a virtual laboratory)*
- how to evaluate sources of information in science or technology

Social Science
The student will demonstrate:

- 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

Western Civilization:
The student will demonstrate:

- 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 Knowledge Areas
Capstone Experience
The student will demonstrate:

- appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise
- the ability to integrate the knowledge learned in general education and its relevance to the student's life and career

Knowledge Applications
The student will demonstrate:

- 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

Cross-cutting Area
U.S. Diversity
The student will:

- demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender, ethnicity
- identify major challenges and issues these raise in society

V. Course Selection and Approval

The General Education Committee (GEC) is charged with the responsibility for the review, selection and approval of General Education courses. To accomplish this objective the GEC will solicit information from the chairs of departments wishing to offer general education courses to determine that the proposed courses satisfy the Learning Outcomes approved for the various components of General Education. Additional course-specific learning objectives may be associated with any course opting for designation as a General Education course, but it is imperative that the two Learning Outcomes identified with each area of the General Education program be met. It is the chair's responsibility to ensure that proposals for general education courses meet the GEC criteria.

Criteria for General Education Course Selection

The following criteria are under consideration by the GEC for use in selecting and evaluating proposed courses:

- Does the syllabus identify the Knowledge Area, General Education Learning Outcomes, and Cross-Cutting Capacities fulfilled by the course?
- Will the course be offered on a regular basis?
- Does the department proposal show how the Learning Outcomes and Cross-Cutting Capacities are addressed and incorporated into the course?
- Does the course meet all special requirements designated in the general education framework for courses in the Knowledge Area?
- Does the department demonstrate a balance between showing uniformity across multiple sections of the course and the need for individual differences by section
- Does the department proposal demonstrate how the Learning Outcomes and Cross-Cutting Capacities will be assessed?

For continuation of a general education course after it is initially approved for the new program, an additional criteria is added:

- Did the department submit the materials required by the General Education Committee during the triennial review if it wishes the course to be continued?

VI. Assessment and Program Review

A. Assessment Process

The following assessment process was developed in collaboration with the General Education Committee and reviewed by the University Committee on Assessment.

At Oakland University excellence in general education has been a tradition. Ongoing assessment is a valuable process for determining whether general education is meeting its program goals. From the results of assessment, important information is gained about how students are benefiting from general education and how program effectiveness can continue to be improved. The General Education Committee (GEC) is responsible for assessment of the General Education Program at OU. Department chairs are responsible for providing the information regarding general education courses in their departments that is needed by the GEC to assess general education.

The current triennial review cycle for general education will continue. There are ten Knowledge Areas plus Diversity and a Capstone in the revised general education. Each year courses in four of these areas will undergo review. In addition to the current review of syllabi the new triennial review will also include assessment of student performance on the general education learning outcomes and indirect assessment (graduating senior survey) of the cross-cutting capacities. The following assessment process was developed in collaboration with the GEC. Embedded assessment is used in this process because it is one of the most faculty-friendly types of assessment. This process is designed to allow departments to oversee and handle the assessment process for their own general education courses to the greatest extent possible. However some departments may not have the capacity to handle general education assessment. In such circumstances a department can make a request for assistance to the GEC.

Assessment of Knowledge Areas, Diversity, and the Capstone

1. A course will identify a subset of questions from its student evaluation instruments (essay exams, multiple choice tests, quizzes, etc.) and/or other instruments (papers, projects etc.) that address the two learning outcomes for the general education area in which the course resides.

2. During the year prior to the triennial review, courses from a general education area that will be up for review will be asked to collect the results from the instruments described in step 1 above and to provide scoring rubrics/keys for each instrument. For courses that have multiple sections, a random sample of sections will be selected to collect information for that course (i.e., not all sections will be asked to provide information but a representative sample of sections will do so for the course). *Note that courses are asked to provide assessment information, at most, only once every three years.*

3. Faculty in the sections selected will provide:
    a. Entire sets of completed and scored multiple choice or short answer student course tests or quizzes (with names removed)
    b. A random sample (25%) of student papers or projects from a section that have been scored by two reviewers (the instructor and one other) and the scoring rubric. Note assessment requires multiple raters for statistical reliability.
    c. Identification of the items/areas on these instruments that address the general education learning outcomes for that course or indication that the entire instrument addresses the learning outcomes

4. The above information will be provided to the general education data and statistics coordinator. (This will be a dedicated, full-time staff position designed to coordinate assessment information and provide it to the General Education Committee).
    a. The coordinator or the department if it elects to do so will take a random sample of multiple choice or short answer tests and quizzes from the selected course section and run the statistics on questions related to the general education outcomes (i.e., tally scores on just the items relevant to general education).
    b. If the department because of hardship is unable to complete the second scoring of an essay test, paper or project, the GEC will arrange such scoring of the random sample from the course section and provide this information to the data and statistics coordinator.

5. Once the general education items from the tests and papers for a course section are scored, the data and statistics coordinator will determine the resulting success rate for that course section. Data for all of the selected sections in a course will be grouped and an overall success rate for a course determined. This information will be provided to the General Education Committee for use in its triennial review of the course the following year and to the relevant department chair.
    a. *Establishing a Baseline*: The first round of triennial reviews will be used to establish a baseline success rate for each of the general education areas. That is, how well are students currently doing relative to the learning outcomes in the area.
    b. *Target Success Rates*: Once a baseline is established for an area, the chairs whose departments teach courses in the area will meet with the General Education Committee to establish a target success rate (for example, 70% of students will get 75% of the evaluation items related to the two learning outcomes for the area correct).
    These target success rates do not have to be the same for all general education areas. The purpose of the target and the feedback from assessment is to identify areas that can be improved to enhance the learning of students in a course and ultimately in a general education area.

Assessment of Cross-Cutting Capacities

The GEC will also assess courses to determine how and how well the goals for the Cross-Cutting Capacities approved for the General Education program are met. All General Education courses shall include at least one of the four Cross-Cutting Capacities incorporating it into the course design. Courses within some areas are assigned specific Cross-Cutting Capacities that naturally fit into the courses.

- Writing (Rhetoric) will include the Information Literacy Capacity
- Intensive Writing Course in the major will include the Effective Communication Capacity
- Formal Reasoning will include the Critical Thinking Capacity
- International Perspective will include the Social Awareness Capacity

Two types of surveys will be used to assess cross-cutting capacities:

1. A triennial survey of a stratified random sample of graduating seniors that assures input from all major academic units will be conducted to gather student perception about achievement of the cross-cutting capacities and the General Education Program.

2. A triennial survey will be conducted of faculty teaching in the four areas assigned cross-cutting capacities (rhetoric, formal reasoning, global awareness, and intensive writing courses) to determine instructors' perceptions of student achievement in the four capacities.

A software program developed by faculty in the School of Engineering and Computer Science and used to collate and interpret SECS data for their external accrediting agency was demonstrated for the General Education Committee. The GEC believes that the software has the potential to greatly assist in the collection and handling of general education assessment information. Funding for the software is included in the proposed budget of this proposal. Drafts of questionnaires for the General Education Committee's triennial review can be found in Appendix H.

B. Program Review

To insure continuous quality of the general education curriculum a complete program review of general education will be conducted every six years (after two triennial cycles.) Program review looks at course assessments but it goes beyond assessment to identify other areas of a program that can be improved such as facilities, staffing, ratios of full to part-time faculty, class size, relationship to other programs, etc. Program review for general education will follow the guidelines and process of review used for other academic programs. In place of the academic department, the General Education Committee will be responsible for gathering information and conducting the study of general education.

VII. Co-Curricular Experience: An Integrative Approach

This proposal calls for the development of a set of co-curricular experiences that complement, and in some cases, stimulate the success of curricular changes. The new Oakland General Education Program is designed to blend formal and informal programs to create a more powerful learning experience for students both inside and outside the classroom. OU's Student Affairs division is committed to developing, during 2004-2005, a schedule of co-curricular modules to enhance student in class experience. Faculty interested in enriching courses through co-curricular activities should review the following beginning list of student life services and the areas they cover. Student Affairs will work in conjunction with individual faculty and the General Education Committee to identify opportunities developing extra-curricular activities that can enhance student learning. In addition major events such as campus-wide speakers have the potential to leverage the knowledge learned through coursework and attempts will be made within Student Affairs to encourage such coordination.

- Career Development and Internship Work Opportunities
    - Prepare students for a life of financial independence
    - Assess/evaluate personal skills and vocational identities
    - Foster organization and analysis of information
    - Test knowledge gained in the classroom

- Service Learning, Volunteer Service, Community Engagement (Also note the new faculty and staff Service Learning Council that is interested in fostering service learning)
    - Learn about application of justice
    - Promotion of racial understanding
    - Understand linkages between public and private interests
    - Confront complex social issues
    - Create effective problem approaches

- Freshman Year Interest Groups and Living/Learning Environments
    - Integrate first-year studies around common theme
    - Provide positive social interaction
    - Foster understanding of human differences
    - Foster teamwork
    - Performances, Readings, Texts and Programs Incorporated

- Summer Bridge Programs
    - Puts higher-risk students into positive learning environment
    - Focus on academic preparation

- Orientation
    - Develops common theme carried into first year writing classes
    - Social integration
    - Explanation of university values and expectations

- Campus Multicultural Center
    - Uses diversity to broaden student lives
    - Incorporates performing, visual and fine arts into understanding of human condition
    - Mediates social controversies
    - Broadens understanding and appreciation of values differences

- Center for International Students and Scholars
    - Connects international students to the campus socially
    - Promotes global awareness and understanding

- Leadership Development Center and Involvement in Student Clubs
    - Establishment of leadership curriculum in collaboration with SBA
    - Promotes problem-solving and conflict resolution

- Recreation and Wellness Focus
    - Promotes health and nutrition education
    - Promotes lifetime fitness habits

VIII. Resources

A. Assumptions Underlying Budget Recommendations

1. The vast majority of courses currently taught in general education will fit into the new general education with slight modification. Therefore, the budget presented reflects only new money required.
2. Approximately 20 new courses will be developed for general education during the start-up phase.
3. Intensive writing in the major may require up to 45 new sections of courses.
4. The development of capstones may require 25 new course sections.
5. Library resources are needed to support and enhance general education (see Appendix K.)
6. Effective, rigorous assessment processes are required for the NCA.
7. Funding is needed for laboratory experiences in the sciences.
8. On-going opportunities for faculty development and incentives for development and revision of courses are needed to meet the principles of strong general education.
9. Effective general education involves linked co-curricular activities.
10. The hiring freeze is estimated to continue until 2005 [That is, it will be possible to hire faculty during 2004-2005 to start in Fall 2005.]
11. FTIACs will first enter the new general education program in Fall 2005.
12. Transfer students will first enter the new general education program in Fall 2006.
13. The College of Arts and Sciences currently receives approximately 12 new/reallocated positions per year.

B. Recommended Budget and Narrative

Budget estimates on the next page represent new money only and recurring dollars carry into subsequent years.

Budget With New Faculty Hires Starting in 2005
(70% Full-Time & 30% Part-Time Assumption)

	One-Time	Recurring	Totals
FY 2003-2004			
Faculty Incentives[1]	25,000		25,000
Totals	25,000	0	
FY 2004-2005			
Equipment/Materials[2]	113,037		
Assessment Software/Services[3]		25,000	
Faculty Development Workshops[4]	20,000		
Co-curricular Planning[5]	15,000		
	148,037	25,000	173,037
FY 2005-2006			
Materials/Database Charges/Labor[6]		103,353	
Statistics Position (35,000 and benefits)[7]		63,270	
Co-curricular programming[8]		50,000	
Faculty development[9]		50,000	
Full-time faculty (new courses)[10]		278,140	
Part-time faculty[11]		53,673	
Totals	0	598,436	598,436
FY 2006-2007			
Full-time faculty (capstones[12] and library[13])		208,605	
Part-time faculty[14]		185,791	
Totals		394,396	394,396

Foreign Language Requirement Option[15]

Budget Line-by-Line Narrative:

1. Faculty Incentives: Money distributed to faculty for the development of new courses and revision of existing courses.
2. Equipment/Materials: Funds for purchase of equipment for science laboratories; laptop for linguistics; equipment for rhetoric and communications; JSTOR, SocSci & Arts& Hum Web in library
3. Software License and Services from Technology Integration Group Services (Note costs could range between 10,000 and 25,000; highest number was used to ensure funds available if needed)
4. Start-up faculty workshops on assessment and new general education.
5. Funds for Student Affairs personnel to visit other campuses to see how extra-curricular activities can best be used to enhance general education at OU.
6. Recurring costs for materials, student labor, graduate assistants and computer/software upgrades in science laboratories; student labor and lab assistant in the language laboratory; and on-going database costs in library.
7. Data and statistics person for general education
8. Recurring funds to provide linked co-curricular activities in general education
9. Recurring funds for development of faculty in general education (conference travel, workshops, etc.) and incentives for new course development.
10. 60 sections of new courses are estimated. Approx 30% (18 sections) will replace existing courses or are courses already being taught but not for general education. Of the remaining 42 sections, 70% will be covered by full-time faculty hires and 30% by part-time. The College receives approximately 12 new and reallocated positions per year. Approximately ½ of the load of six of these positions will go to cover a portion of the 42 sections. The budget calls for the allocation of 4 additional new, full-time faculty positions to cover the remainder. [Note that full-time faculty position is figured on a salary of 50,000 with 39.07% benefits.]
11. Of the 42 sections estimated for new courses, 30% (13 sections) will be covered by part-timers or through the use of part-timers to release full-time faculty to teach them. [Note that part-time faculty were figured on a salary of 3,800 per section with benefits at 8.65%.] Although one-time money can be used for these hires, this amount needs to be allocated each year.
12. It is estimated that 25 new sections of capstones (primarily in the College) will be needed. These courses would be taught by full-time faculty. A portion of the sections will be covered by positions that are annually allotted to the College and Schools. Approximately ½ of the load of six of these positions would cover a portion of the sections. In addition to the annual allocations of positions an additional 2 new, full-time faculty positions (FTE) are requested.
13. A full-time library faculty member is requested to enhance the information literacy capacity in general education.
14. It is estimated that 45 new sections of intensive writing in the major will be needed across the university. Because of the wide distribution of this need, part-time faculty are requested to teach sections or to release full-time faculty to teach the new sections. Although one-time money can be used for these hires, this amount needs to be allocated each year.
15. There is a recommendation on the floor that a university-wide language requirement be instituted over the next five years. This recommendation is treated separately from the rest of the budget because it would not take effect for five years. The chair of Modern Languages and Literatures estimates that this will mean an additional 2000 students per year in beginning language courses. With 20 students per section this is an additional 100 sections of language. If 70% of these new sections are to be taught by full-time faculty members this is 70 sections. At 3 sections per faculty member this implies hiring 23 faculty. At 50,000 with 39.07% benefits the cost would be 1,599,305. In addition there would be the cost of materials and equipment. This would require, for example, that over three years six of the College's new allocated positions would be targeted for Modern Languages and Literatures and in the fourth year the university would need to provide funds for five new positions (347,675). It is recommended that thorough discussions take place within the College and between the CAS dean and the provost regarding the feasibility of making a commitment of this nature.

Capital Campaign
Oakland University has undertaken a capital campaign that focuses on a distinctive undergraduate experience. As part of that campaign, the university is seeking funding for several initiatives that will support and enhance general education. Some of these initiatives include: a writing and communications center to enhance skills and address writing across the curriculum, a mathematics institute (formerly math emporium), funding for scholarships to allow students to study abroad, and a significant expansion of scholarships for undergraduate research.

C. Additional Resource Recommendations

The following studies are outside the scope of the Task Force. However, it is recommended that they be conducted to guide future general education allocations of positions and funding.

1. *Class Size*
   After baseline assessment data is collected, it should be analyzed to determine if there is a significant difference in student success rates on the general education learning outcomes based on class size and, if so, in what areas. Ways of addressing problems found in class size should be explored.
2. *Full-time vs. Part-time*
   A study of the impact of full-time vs. part-time instruction on student success rates on the general education learning outcomes should be conducted. If a significant impact is found, the feasibility of increasing the percentage of sections taught by full-time faculty through position allocations and adjustments within departments should be explored. The current full-time to part-time ratio in general education at OU is approximately 53 FT to 47 PT. However, ratios vary from 100% FT and 0% PT to 17% FT and 83% PT. [Note that Rhetoric is not currently within general education.] Of the units teaching general education, seven have over 60% full-time faculty teaching sections of general education and nine have under 60% full-time faculty teaching general education.

D. Alternative Budget and Narrative: If Financial Picture Worsens

This budget is based on the use of part-time faculty. It saves approximately $338,859. As the university approaches 2005, decisions will need to be made about the percentage of part-time faculty that will be used based on the financial picture at the time. It is likely to be somewhere between this worst-case scenario and the recommended budget. However, other options are also available to lower costs including:

- spreading the budget over one to two more years
- eliminating more existing courses that are not as appropriate as new courses (General Education Committee)
- modifying more existing courses to be writing intensive to ‘spread the load’
- identifying several courses in a major that can serve as capstones to ‘spread the load’

Alternative Budget to Implement New General Education if the Financial Picture Worsens
Budget Estimates Represent New Money Only and Recurring Dollars Carry into Subsequent Years

	One-Time	Recurring	Totals
FY 2003-2004			
Faculty Incentives[1]	25,000		25,000
Totals	25,000	0	
FY 2004-2005			
Equipment/Materials[2]	113,037		
Assessment Software/Services[3]		25,000	
Faculty Development Workshops[4]	10,000		
	123,037	25,000	148,037
FY 2005-2006			
Materials/Database Charges/Labor[5]		103,353	
Statistics Position (35,000 and benefits)[6]		63,207	
Co-curricular programming[7]		25,000	
Faculty development[8]		25,000	
Part-time faculty[9]		173,405	
Totals	0	389,965	389,965
FY 2006-2007			
Part-time faculty[10,11]	0	289,008	
Totals		289,008	289,008

Alternative Budget Line-by-Line Narrative:

1. Faculty Incentives: Money distributed to faculty for the development of new courses and revision of existing courses.
2. Equipment/Materials: Funds for purchase of equipment for science laboratories; laptop for linguistics; equipment for rhetoric and communications; JSTOR, SocSci & Arts& Hum Web in library
3. Software License and Services from Technology Integration Group Services (Note costs could range between 10,000 and 25,000; highest number was used to ensure funds available if needed)
4. Start-up faculty workshops on assessment and new general education.
5. Recurring costs for materials, student labor, graduate assistants and computer/software upgrades in science laboratories; student labor and lab assistant in the language laboratory; and on-going database costs in library.
6. Data and statistics person for general education
7. Recurring funds to provide linked co-curricular activities in general education
8. Recurring funds for development of faculty in general education (conference travel, workshops, etc.) and incentives for new course development.
9. Of the 42 sections estimated for new courses, all will be covered by part-timers or through the use of part-timers to release full-time faculty to teach them. [Note that part-time faculty were figured on a salary of 3,800 per section with benefits at 8.65%.]
10. It is estimated that 25 new sections of capstones (primarily in the College) will be needed. Part-time faculty are provided to release full-time faculty to teach capstones. Although one-time money can be used for hires, this amount needs to be allocated each year.
11. It is estimated that 45 new sections of intensive writing in the major will be needed across the university. Because of the wide distribution of this need, part-time faculty are requested to teach sections or to release full-time faculty to teach the new sections. Although one-time money can be used for hires this amount needs to be allocated each year.

Appendix A

General Education Bibliography

General Education Sample Bibliography

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Appendix B

Institutions Reviewed

General Education Programs of the Following Institutions Were Reviewed as Background

Arkansas State University
Bowling Green University
Central Michigan University
Columbia University
Duke University
Eastern Michigan University
Grand Valley State University
Harvard University
Illinois State University
Indiana University Pennsylvania
Michigan State University
Northeastern University
Ohio University
Portland State University
Stanford University
Stony Brook, State University of New York
University of Alabama
University of Colorado
University of Florida
University of Kentucky
University of Massachusetts Amherst
University of Memphis
University of Montana
University of Nevada Las Vegas
University of South Carolina
University of Wisconsin
Utah State University
Wayne State University
Youngstown State University

Appendix C

Results of Faculty Survey on General Education

Compilation of the AAC&U General Education Questionnaire Responses Related to Oakland University General Education

(Scale of 1 to 5
5 = highest [most desirable])

Qualities Measures	**Percentage of responses less than or equal to 3**	**Percentage of responses greater than 3**
Clarity of Purpose	97.3	2.7
Curriculum Committee	89.8	10.2
Goals vs. Just Courses	96.1	3.9
Institutional Mission	90.0	10.0
Coherence	100.0	0.0
Students Informed	86.7	13.3
Structure is a Curriculum	100.0	0.0
Values and Responsibility	68.4	31.6
Global Perspectives	50.0	50.0
Multiculturalism	48.7	51.3
Student Experience	81.7	18.3
Student Differences	64.5	35.5
Articulation	49.3	50.7
Continual Change	100.0	0.0
Faculty Know Purposes	78.0	22.0
Teaching Service or Opportunity	75.4	24.6
Faculty and Student Interaction	97.0	3.0
Faculty Community	97.3	2.7
Coordination	98.5	1.5
Support for GE	41.1	58.9
Image with Students	96.1	3.9
Disciplinary Links	74.3	25.7
Faculty Development	93.1	3.9
Improved Teaching	60.5	39.5
Co-Curricular Activities	94.6	5.4
Course Evaluation	60.6	39.4
Assessment	86.3	13.7
Quality	93.4	6.6

Appendix D

NCA Concerns

Excerpts from
North Central Association of Colleges and Schools
Report of a Comprehensive Visit to Oakland University
February 15-17, 1999

Page 51: Section VIII. Team Recommendations and Rationale

Recommendation: A focused visit on general education and the assessment of student academic achievement in 2004-2005.

Rationale: The NCA team recommends a focused visit to Oakland University in 2004-2005 to ascertain university progress in achieving its stated goals for its general education program, including proper assessment of student learning outcomes. Specifically, the focused visit should seek satisfactory answers to the following questions:

1. Is Oakland University able to articulate the goals of its general education program in ways that make its purposes understood to faculty, students, and the NCA team, and that permit the proper assessment of student academic achievement within the program? In the language of the narrative related to NCA Criterion Three, do the patterns of evidence suggest a "clearly defined statement of philosophy and objective of general education requirements?" Courses that "stimulate the examination and understanding of personal, social, and civic values?" Courses that ensure "proficiency in skills and competencies essential to all college-educated adults?"

2. Do the purposes of general education manifest themselves across the general education categories and thus throughout the entire general education program?

3. Are student learning outcomes regularly and properly assessed within the program?

4. Are assessment findings informing university planning and budget processes and thus leading to improvements in student learning outcomes?

It will be important to seek answers to these questions within the context of the overall progress of the university in fully implementing its NCA approved university assessment plan.

Appendix E

Intensive Writing Courses

Draft of intensive writing criteria for review by GEC

Potential Criteria for Intensive writing Courses

- Writing should be integrated into the course requirements through more than one means. Some examples are written papers, laboratory reports, abstracts, quizzes, examinations, journals, ungraded writing assignments, writing during class, and writing in small groups. Examinations alone are not enough, even though they may include essay questions.
- The writing process and the writing assignments should emphasize critical inquiry, including gathering, interpreting, and evaluating information appropriate to the area of study.
- 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.

Appendix F

Knowledge Applications

The Knowledge Applications Area

Within the Knowledge Integration Areas there is a requirement for a Knowledge Applications course. The following is designed to provide more information about this requirement.

What is the purpose of the Knowledge Applications course?
The Knowledge Applications course is designed to provide the student with the opportunity to discover how knowledge is applied in a field outside of their major discipline.

How does the Knowledge Applications Area differ from the Capstone?
The Capstone is designed to make explicit the relationship of general education to the major and/or the relationship of general education areas to each other. The Knowledge Applications Area is designed to broaden the student's curriculum by integrating an applications course from outside of the major.

How can the Knowledge Applications Area add more flexibility to a student's schedule?
The Knowledge Applications Area provides more flexibility within the Knowledge Exploration Areas

For example:

- If RCJ develops a diversity course that has a knowledge component and a dialogue and applications component, a student might take this course to meet the Knowledge Applications requirement and also use it to meet the diversity requirement. This would allow them to take courses in history, social science, etc. that do not have a diversity component instead of using a course from one of those areas to satisfy the diversity requirement.
- If a student wants to take a course on health, they could take it as a Knowledge Applications course and could then take chemistry, physics or another science course instead of having the health course count for Natural Science.

The Knowledge Applications Area does not merely provide a second course in one Knowledge Exploration area such as Natural Science and Technology. Any department can offer an applications course. Thus, a student could take a course in environmental chemistry under applications but they might equally well take a course in historical methods, studio art, or another discipline instead.

There are several courses that could be offered by the College under Knowledge Applications that the professional schools want for their students. For example:

- Both the School of Education and Human Services and the School of Nursing have mentioned wanting their students to take American Sign Language. Instead of having a controversy over putting ASL in the Foreign Language and Culture area, students might take ASL as their applications course and still be able to take a language.
- The School of Engineering and Computer Science would like to have
    - A junior level applied writing course
    - A junior level course that integrates how the physics and math that engineering students take during their first two years relates to the engineering they will be taking in upper division

The applications course also gives the professional schools a stake in general education and should help them to support its importance and value for their students. The applications course gives professional schools a place to teach some of the courses that they would like to offer.

The applications course also provides more flexibility for students to experiment by taking an applications course outside of their major. It should be noted that during our discussions one of the professional school deans brought up their belief that the courses that satisfy the Knowledge Applications Area should be taken outside of the school. So, a student in electrical engineering would not be able to take a course in mechanical engineering to meet the requirement but would take a course from the College or another school. Because the College has a large number of diverse majors, it may not want to institute such a rule for its students. However, for schools that have a very homogeneous set of majors, this rule would encourage students to extend themselves even further beyond their own field.

Appendix G

Draft Catalog Copy

GENERAL EDUCATION[1,2,3,4,5]

Foundations Knowledge Areas:

Writing

- 1 course equivalent to RHT 160.[6,7] An intensive writing component in one general education course outside of RHT 150-160 and an intensive writing component in one course in the major are also required.[8,9]

Formal Reasoning[10]

- 1 course in Mathematics, Statistics, Logic, Linguistics, or Computer Science

Explorations Knowledge Areas:

Arts

- 1 course

Foreign Language & Culture[11]

- 1 course

Global Perspective

- 1 course

Literature

- 1 course

Natural Science and Technology

- 1 course with laboratory experience

Social Science

- 1 course

Western Civilization

- 1 course

Integration Knowledge Areas:

Knowledge Applications[12]

- 1 course

Capstone Experience[9,13]

Capstone requirement can be met by:

4) a capstone course in the major or
5) a capstone course outside of the major or
6) a second knowledge applications course

1. This program requires a minimum of 40 credits including at least one course (three or more credits) in each of the 10 general education knowledge areas plus a capstone (which may be taken in the major or outside the major). Courses acceptable for the Knowledge areas and the capstone are listed in the catalog.
2. One course that integrates U.S. diversity in two of the following topics: race, ethnicity, gender is required. The diversity requirement can be taken within the 10 general education knowledge areas or outside of them. Courses that are acceptable for the diversity requirement are listed in the catalog.
3. Except for diversity and the intensive writing course in general education, no course may count for more than one general education requirement.
4. Courses taken in the major that also meet general education requirements may be double counted for both.
5. There are four Cross-Cutting capacities for the general education program: critical thinking, social awareness, effective communications, and information literacy. These capacities are embedded in the courses within general education and will be learned throughout the student's general education experience.
6. All prerequisite must be satisfied as necessary.
7. The equivalent of RHT 160 must be completed during the first two semesters unless remedial instruction is required.
8. The intensive writing requirement in the major cannot be met by the capstone. Courses acceptable for intensive writing are designated with an IW in the catalog.
9. Students who change majors only need to meet the IW in the major and the capstone requirements once.
10. The formal reasoning course must be completed prior to junior standing.
11. Courses in Foreign Language & Culture do not count for global perspective.
12. Courses acceptable for knowledge applications must be outside of the major field (rubric) and must apply knowledge.
13. Courses acceptable for the capstone are so noted in the catalog descriptions.

Goals of General Education

The major goal of general education is to introduce students to the broad base of knowledge and understanding needed to lead fulfilling and productive lives of leadership and service. This breadth of knowledge cannot be learned through any single major. The general education program is divided into three parts. Courses in the Foundations of Knowledge provide fundamental abilities and practical skills in writing and reasoning. These abilities are important to success throughout a student's education and future career. In addition to fundamental abilities a well-educated person should posses an understanding of the world around them, an appreciation of the legacy of the past and some vision of the future. Courses in the Knowledge Explorations Areas acquaint students with a rich and diverse knowledge base as well as an understanding of the ways that inquiry and research are carried out in various fields. General education also develops skills and attributes such as critical thinking, information literacy, effective communications, and social awareness that cut across the knowledge areas. Courses in these cross-cutting capacities enhance the student's ability to frame and articulate ideas, make decisions and interact effectively. Finally, the knowledge, skills, and attributes gained through general education and the major do not exist in isolation. They form an integrated whole. Courses in the Integration Knowledge Areas help students to synthesize what they have learned, to see interconnections and to apply their knowledge to examine and resolve issues and problems as leaders in their professions and as responsible citizens. General education complements the major and forms the basis for students to continue to learn and grow throughout their lives and prepares them for productive roles of service and leadership.

Appendix H

Course Selection and Review Forms

Draft for Review by the General Education Committee

OAKLAND UNIVERSITY GENERAL EDUCATION
ASSESSMENT QUESTIONNAIRE

The chairs of departments offering courses in General Education should complete this questionnaire for initial course approval and at the time of triennial review.

Area of General Education Program _____
Course and Number if Available _____
Names of Instructors_____ _____
_____ _____ _____

In order for a course to be a part of the general education sequence, certain assessment criteria should be met. Please describe how your course addresses the following:

1. Please provide a detailed summary of how the two general education learning outcomes approved for the designated knowledge area (or for diversity) are addressed in the instruction of this course

2. Each general education course must address one cross-cutting capacity. The GEC encourages courses to address more than one. However, each capacity identified should be integral to the course. Please provide a detailed summary of how the capacity or capacities integral to this course are addressed.

3. If individual differences in instruction between the various sections of this general education course exist, summarize the nature of these differences.

4. Summarize the methods utilized in this course to evaluate student performance. Specify both what is common to all sections and what individual differences exist.

5. Please identify the instruments (tests, quizzes, papers, projects, etc.) that will be used to assess the general education learning outcomes in this course. Please attach a copy of the assessment instruments and keys/scoring rubrics for each.

6. Discuss how assessment data will be used to improve the course or how assessment data has been used to improve the course since the last review.

7. If writing is a component in this course, please identify the specific assignments, teaching activities, and grading procedures involved. If this course is applying for initial or renewed status as an intensive writing course please indicate how it meets the intensive writing criteria.

8. Attach course syllabi for all sections of the course and any other course or section material deemed relevant.

9. Summarize the changes that have been implemented in this course since the last review.

10. Please describe the process utilized at the departmental level to review this course prior to completing and submitting this form.

Draft for Review by General Education Committee

OAKLAND UNIVERSITY GENERAL EDUCATION COMMITTEE
STATISTICAL INFORMATION FORM

The chairs of departments offering general education course(s) should complete this form and submit it with other triennial review related materials.

1. Department offering general education course: _____

2. Rubric, number, and name of course: _____

3. Please fill out the following table to indicate the number of sections and the enrollment in each section of this course that have been offered in each term in the past 3 years:

Fill in yr.	Fall	Winter	SP/SU	Fall	Winter	Sp/SU	Fall	Winter	SP/SU
# Day Sections									
# Evening Sections									
Total # of Sections									
Enrollment in each section									

4. Total number of times this course is proposed to be offered during the next academic year:
   Day _____ Evening _____ Spring/Summer _____
5. How many sections of this course listed above were taught by:
   (a) Full-time faculty member[s] _____
   (b) Part-time faculty member[s] or special lecturer[s] _____
   (c) Visiting faculty member[s] _____
   (d) Other[s] (please specify) _____
6. Please add any additional comments that may be useful in the review of this course.

Department Chair Name: _____

Department Chair Signature: _____

Appendix I

Potential Implementation Timeline

Potential Timeline for Implementing New General Education

Dec 2003 – March 2004	Senate reviews/approves proposal for a new general education program
Jan 2003 – April 2004	Second round of incentive money distributed for faculty to revise/develop courses for general education
April 2004	Workshop for advisers on new general education
Sept 2004 – March 2005	New/revised courses funded through incentive money piloted as alternatives under old general education program
Sept 2004 – March 2005	General Education Committee reviews courses for inclusion in new general education
Sept 2004 – March 2005	Assessment process for general education planned and piloted
Sept 2004 – March 2005	Equipment purchased for new general education
Sept 2004 – March 2005	Any remaining transfer student issues addressed
Sept 2004 – March 2005	Student Affairs coordinates activities with new general education program
Jan 2005 – March 2005	Embedded assessment workshops for faculty
February 2005	Focus visit by NCA on assessment and general education
March 2005	New general education program inserted in 2005-2006 Undergraduate Catalog
Sept 2005	First students enter new general education program
	(Old general education is phased out over six years with number of sections shifting from old to new each year as students graduate and new students enter)

Appendix J

Sample Student Schedules

Psychology Sample Student Schedule

	FALL		WINTER	
FRESHMAN	**PSY 100 Foundations of Psych b**	**(4)**	PSY 250 Research Methods	(4)
	RHT 150 Compostion I	(4)	PSY 2x5 content area	(4)
	IS 2xx Intro to XYZ *i*	**(4)**	**RHT 160 Composition II *c***	**(4)**
	Bio science a	**(4)**		
	TOTAL CREDITS	16	**PHL 102 or 107 *d***	**(4)**
			TOTAL CREDITS	16
SOPHOMORE	PSY 251 Statistics	(4)	PSY 31x content area	(4)
	PSY 2x5 content area	(4)	**PSY 32x content area m**	**(4)**
	MUS xxx music *h*	**(4)**	**HST xxx history l**	**(4)**
	SPN 114 Intro to Spanish *k*	**(4)**	**ENG xxx literature f**	**(4)**
	TOTAL CREDITS	16	TOTAL CREDITS	16
JUNIOR	PSY 33x content area	(4)	PSY elective	(4)
	Diversity g	**(4)**	PSY elective	(4)
	xxx	(4)	**Knowledge Application e**	**(4)**
	xxx	(4)	xxx	(4)
	TOTAL CREDITS	16	TOTAL CREDITS	16
SENIOR	**PSY 4x5 Capstone Seminar j**	**(4)**	xxx	(4)
	xxx	(4)	xxx	(4)
	xxx	(4)	xxx	(4)
	xxx	(4)		
	TOTAL CREDITS	16	TOTAL CREDITS	12

a Natural Science &Technology
b Social Science
c Rhetoric/Writing
d Formal Reasoning
e Knowledge Applications
f Literature
g Diversity
h Arts
i Global Perspectives
j Capstone Experience
k Foreign Language & Culture
l Western Civilization
m Writing Intensive

School of Nursing Sample Student Schedule

	FALL	WINTER	SPRING/SUMMER
PRE-NURSING	**CHM 104 Intro to Chemical Principles *a* (4)** BIO 111 Biology (4) RHT 150 Composition (4) **PSY 100 or 130 Foundation of Contemporary Psychology OR Psychology and Society *b* (4)** TOTAL CREDITS 16	CHM 201 Organic & Biological Chemistry (4) BIO 121 Clinical Anatomy & Physiology (5) **RHT 160 Composition II *c* (4)** **PHL 102 or 107 *d* (4)** TOTAL CREDITS 17	**PSY 225 Intro to Lifespan Development Psychology *e* (4)** **LIT class *f* (4)** TOTAL CREDITS 8
SOPHOMORE	NRS 206 Intro to Professional Nursing (2) NRS 207 Nursing Therapeutics I Lab (1) NRS 208/208 Health Assessment/Lab (3/1) NRS 216 Wellness & Health Promotion (3) NRS 213 Basic Clinical Competencies (1) NRS 252 Scientific Inquiry I (2) TOTAL CREDITS 13	NRS 210/211 Nursing Therapeutics II/Lab (1/1) NRS 220 Nutrition in Nursing Practice (2) NRS 227 Patho-physiology (3) **NRS 302/303 Vulnerable Populations/Clinical *g* (3/2)** BIO 307 Intro Human Microbiology (4) TOTAL CREDITS 16	
JUNIOR	NRS 308 Pharmacology in Nursing (3) NRS 326 Acute Health Needs I (5) NRS 336/337/ or 338 Acute Care Clinical (2) **CIN 150 Intro to Film *h* (4)** TOTAL CREDITS 15	NRS 328 Acute Care Needs II (4) NRS 336/337/338 (choose 2) (4) NRS 354 Nursing Care Mgt (2) **NRS 452 Scientific Inquiry II *m* (3)** TOTAL CREDITS 13	
SENIOR	NRS 428 Community Nursing (3) NRS 470 Chronic Health Conditions (3) NRS 471/477 Chronic Care Clinical (4) **IS 250 Intro to Latin America *i* (4)** TOTAL CREDITS 14	**NRS 472/473 Nursing Synthesis/Clinical *j* (1/5)** **SPN 114 Intro to Spanish *k* (4)** **HST 292 History of African American People *l* (4)** TOTAL CREDITS 14	

a Natural Science and Technology c Rhetoric Writing e Knowledge Applications g Diversity i Global Perspectives k Foreign Language & Culture m Writing Intensive
b Social Science d Formal Reasoning f Literature h Arts j Capstone Experience l Western Civilization

School of Engineering Sample Student Schedule Mechanical Engineering

	FALL	WINTER	SPRING/SUMMER
FRESHMAN	EGR 101 (1) MTH 154 (4) (d) CHM 143 (4) CSE 141 (4) RHT 160 (4) (c) TOTAL CREDITS: 17	MTH 155 (4) PHY 151 (4) (a) CSE 171 (4) (m) ARTS (4) (h) TOTAL CREDITS: 16	
SOPHOMORE	MTH 254 (4) PHY 152 (4) ME 221 (4) LIT (4) (f) TOTAL CREDITS: 16	APM 257 (3) EE 222 (4) ME 241 (4) FOR. LANG. + CULTURE (4) (k) TOTAL CREDITS: 15	
JUNIOR	MTH 256 (3) ME 321 (3) ME 331 (4) SYS 325 (3) WEST. CIV. (4) (l) (g) TOTAL CREDITS: 17	ME 361 (4) ME 372 (4) SCI. ELE (4) (e) GLO. PERS (4) (i) TOTAL CREDITS: 16	
SENIOR	SYS 317 (3) EGR 401 (1) ME (CAPSTONE) (3) (j) SOC. SCI (4) (b) ME ELEC. (4) TOTAL CREDITS: 15	ME ELEC. (4) ME ELEC. (4) ME ELEC. (4) ME ELEC. (4) TOTAL CREDITS: 16	

a Natural Science and Technology c Rhetoric Writing e Knowledge Applications g Diversity i Global Perspectives k Foreign Language & Culture m Writing Intensive
b Social Science d Formal Reasoning f Literature h Arts j Capstone Experience l Western Civilization

Linguistics Sample Student Schedule

	FALL	WINTER
Year 1	**Writing (c)** **Formal Reasoning (d)** **FR 114 (k)** **Literature (f,m)**	Arts (h) FR 115 **Nat Sci & Tech (a)** Soc Sci (b)
Year 2	LIN 201 FR 214 **Western Civ (l)** **Soc Sci (b)**	LIN 303 FR 215 Global Perspect (j) LIN 401
Year 3	LIN 304 ALS 360 IS 240 LIN 403	LIN 404 PHL 107 **Diversity (g)** Math
Year 4	LIN 302 **Knowledge Appl. (e)** ALS 334 **Writing Instensive in Major Elective (m)**	**Capstone (i)** Elective Elective

a Natural Science and Technology c Rhetoric Writing e Knowledge Applications g Diversity i Global Perspectives k Foreign Language & Culture m Writing Intensive
b Social Science d Formal Reasoning f Literature h Arts j Capstone Experience l Western Civilization

School of Health Sciences, Industrial Health & Safety Program, Sample Student Schedule

	FALL	WINTER	SPRING/SUMMER
FRESHMAN	**CHM 104 Intro to Chemical Principles *a* (4)** BIO 104 Human Biology (4) RHT 150 Composition (4) **PSY 100 Roundations of Contemporary Psychology b (4)** TOTAL CREDITS 16	CHM 201 Organic & Biological Chemistry (4) MTH 141 Pre Calculus.....(4) **RHT 160 Composition II *c* (4)** **PHL 103 *l* (4)** TOTAL CREDITS 16	
SOPHOMORE	PHY 120 The Physics of Everyday Life (4) STA 225 Introduction to Statistical Concepts (4) HS 201 Health in Personal & Occupational Env (4) **SOC 100 Introduction to Sociology d (4)** TOTAL CREDITS 16	**SOC 357 Industrial Sociology e (4)** RHT 335 Writing for HR Professionals (4) **ENG 111 Modern Literature f (4)** **HS 202 Perspectives in Health g (4)** TOTAL CREDITS 16	
JUNIOR	IHS 300 Industrial Experience (1) IHS 303 Safety Training Methods (3) IHS 305 Industrial Environment I: Evaluations (3) IHS 315 Industrial Safety I: Engineering & Tech (3) IHS 307 Occupational Safety & Health Stds. (3) TOTAL CREDITS 13	HDR 320 Introduction to Labor & ER (4) IHS 306 Industrial Environment II: (3) IHS 316 Industrial Safety II: Admin (3) IHS 319 Fire Protection & Prev. (3) IHS 308 IH Lab (1) TOTAL CREDITS 14	**CIN 150 Intro to Film *h* (4)** TOTAL CREDITS 4
SENIOR	IHS 325 Accident/Incident Invest & Analysis (3) IHS 415 Construction Safety (3) IHS 420 Robotic & Automation System Safety (3) **IS 250 Intro to Latin America *i* (4)** TOTAL CREDITS 13	**IHS 403 Industrial Toxicology m (3)** **SPN 114 Intro to Spanish *k* (4)** IHS 430 Environmental Standards (3) IHS 464 Introduction to Ergonomics (3) TOTAL CREDITS 13	**IHS 470 Safety & Health Internship *j* (4)** TOTAL CREDITS 4

a Natural Science and Technology c Rhetoric Writing e Knowledge Applications g Diversity i Global Perspectives k Foreign Language & Culture m Writing Intensive
b Social Science d Formal Reasoning f Literature h Arts j Capstone Experience l Western Civilization

Sample Student Schedule
Elementary Education

Note: All elementary education majors must also have either one teaching major of 36 credits (30 for math) or two teaching minors of 24 credits each (20 for math). The first schedule is based on one major, the second is based on two minors.

Semester/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	**RHT 150**	**BIO 100 (A)**	EED 354	RDG 331	EED 455 **(J)**
	Arts (H)	**ENG (F) (M)**	EED 420 **(G)**	RDG 333 **(M)**	
	PS 100 (B)	IST 396	Teach Major	SE 355	
	West Civ (L)	EED 316	Teach Major	Teach Major	
Winter	**RHT 160 (C)**	EED 310	FE 210	RDG 414	
	STA 225 (D)	SCS 105	FE 215	EED 302	
	For. Lang (K)	MTD 201	Teach Major	EED 305	
	IS (I)	MTE 210	Teach Major	EED 470	
Spring		Teach Major	Teach Major **(E)**		

40 credits (10 courses) of General Education
28 credits (7 courses) of teaching major (2 general education courses count teaching major)
20 credits (5 courses) pre- professional courses
48 credits (12 courses) professional courses
12 credits of student teaching (EED 455)

A Natural Science and Technology
B Social Science
C Rhetoric Writing
D Formal Reasoning
E Knowledge Applications
F Literature
G Diversity
H Arts
I Global Perspectives
J Capstone Experience

Sample Student Schedule: Department of Modern Languages and Literatures

	FALL	WINTER	SPRING/SUMMER
FRESHMAN	**SPN 214** k (**4**) **BIO 110** a **(4)** **SOC 100** b **(4)** GRM 114 (4) TOTAL CREDITS 16	SPN 215 (4) **RHT 160** c **(4)** **MTH 118** d **(4)** GRM 115 (4) TOTAL CREDITS 16	
SOPHOMORE	SPN 314 (4) **SPN 370** **(4)** **AH 101** h **(4)** GRM 214 (4) TOTAL CREDITS 16	SPN 316/318 (4) SPN 380 (4) GRM 215 (4) **HIS 115** g **(4)** TOTAL CREDITS 16	**LIT 181** f **(4)** TOTAL CREDITS 4
JUNIOR	SPN 355 (4) SED 300 (4) **HST xxx** l (4) GRM 301 (4) TOTAL CREDITS 16	SPN 408 (4) SPN 400level LIT (4) **IS 250** i **(4)** TOTAL CREDITS 12	
SENIOR	**SPN 400level LIT** j **(4)** **PHL 204** e **(4)** SPN 455 (4) GRM 371 (4) TOTAL CREDITS 16	GRM 316/318 (4) FE 345 (4) RDG 538 (4) TOTAL CREDITS 12	

Sample Student Schedule
Human Resource Development

Semester/Year	Year 1	Year 2	Year 3	Year 4
Fall	**RHT 150**	**BIO 100 (A)**	HRD 3310	HRD 401 **(M)**
	Arts (H)	**ENG (F) (M)**	HRD 320	HRD 402
	PS 100 (B)	CSE 125	HRD 328	HRD 423
	West Civ (L)	RHT 335	HRD 362	Elective **(E)**
Winter	**RHT 160 (C)**	HRD 306	HRD 363	Elective
	STA 225 (D)	HRD 351	HRD 364	HRD Internship **(J)**
	For. Lang (K)	HRD 303	HRD 365	
	IS (I)	HRD 309	HRD 367 **(G)**	

40 credits (10 courses) of General Education
16 credits (4 courses) HRD Core
52 credits (13 courses) HRD Major
8 credits (2 courses) electives
8 credits of internship

A Natural Science and Technology
B Social Science
C Rhetoric Writing
D Formal Reasoning
E Knowledge Applications
F Literature
G Diversity
H Arts
I Global Perspectives
J Capstone Experience
K Foreign Language & Culture
L Western Civilization
M Writing Intensive

School of Business Administration – Sample Undergraduate Schedule– Business Majors

	FALL	WINTER
FRESHMAN	RHT150: Composition I *	**RHT160: Composition II (c)**
	MTH121: Linear Programming * (d)	MTH122: Calculus for Social Sciences
	MIS200: Personal Prod. w/Info. Tech.	General Education Course (l)
	(or CSE125: Intro. to Computer Use)	COM201: Public Speaking
	General Education Course (a)	(or COM202: Group Dynamics)
	TOTAL CREDITS 16	TOTAL CREDITS 16
SOPHOMORE	**ACC200: Financial Accounting**	ACC210: Managerial & Cost Accounting
	ECN200: Macroeconomics (b)	ECN201: Microeconomics
	QMM240: Statistical Methods I	QMM340: Statistical Methods II
	General Education Course (h)	**General Education Course (k)**
	TOTAL CREDITS 15	TOTAL CREDITS 15
JUNIOR	MKT302: Marketing	POM343: Operations Management
	ORG330: Organizational Behavior	**ORG331: Introduction to Management of Human Resources**
	FIN322: Managerial Finance I	**General Education Course (f)**
	Major Course**	**Major Course **(m)**
	Major Course(i)**	Major Course**
	TOTAL CREDITS 17	TOTAL CREDITS 14
SENIOR	**General Education Course (e)**	MGT350: Legal Environment of Business
	ECN303: Managerial Economics	**MIS300: Mgt. Information Systems**
	ENG382: Business Writing	MGT435: Management Strategies & Policies (j)
	Major Course **	Major Course **
	Major Course **	Major Course **
	TOTAL CREDITS 17	TOTAL CREDITS 17

a Natural Science and Technology c Rhetoric Writing e Knowledge Applications g Diversity i Global Perspectives k Foreign Language & Culture m Writing Intensive
b Social Science d Formal Reasoning f Literature h Arts j Capstone Experience l Western Civilization

For Knowledge Application ENG 382 may fill this requirement, decision to be made by the SBA and the English department
Diversity Requirement must be filled by another General Education Course or possibly a course to be offered within the SBA

***** Student may place above or below these courses.

****** Number of Major Courses required beyond the pre-core and core program: Accounting – 8, Finance – 6, Financial Information Systems – 6, General Management – 4 to 5, Human Resources Management – 5, Management Information Systems – 6, Marketing – 5, Business Economics – 8.

Appendix K

Library Report

The Library and General Education

Collections

To adequately support general education courses beyond the lower-division undergraduate level, the Kresge Library will require a significant investment in collections. The Library's collections will need an infusion of continuing base budget funding to adequately support upper-division writing-intensive courses, provide resources for undergraduate research activities, and meet the greater demand for more advanced materials across a variety of disciplines. The following online collections, accessible both on- and off-campus, would go a long way toward addressing these needs:

1. JSTOR online journal collections.
   Currently the Library only has a partial subscription to the JSTOR collection of online journal back files. To support general education and complete the core collection, the *Arts and Sciences III*, *General Science*, and *Ecology and Botany* collections should be added.

2. Social Science Web and Arts and Humanities Web.
   The *ISI Web of Knowledge* features three comprehensive research databases through a single user interface: the *Web of Science*, to which we currently subscribe; and these two databases, to which we do not currently subscribe. A subscription to *Social Science Web* would address the lack of a comprehensive multidisciplinary database in the social sciences. Similarly, the addition of *Arts and Humanities Web* would provide a comprehensive multidisciplinary resource that would well support general education at the upper division level.

Resource	One-Time Cost	Ongoing Subscription
JSTOR	$13,750	$8,500
Social Science Web & **Arts & Humanities Web**	35,300	20,000

Information Literacy Instruction

In acknowledging the importance of information literacy as a cross-cutting capacity, the new general education program will place a premium on the teaching provided by the library faculty. The association of information literacy with the writing foundations course builds on the current close cooperation between the Rhetoric program and librarians which includes a week-equivalent of on-line and in-class instruction. However, this represents only the foundation for full capacity in information literacy.

In order to graduate students who are truly capable not only of "effective use of information technology and information resources, either print or electronic" but also of "critical reflection on the nature of information itself, its technical infrastructure and its social, cultural and even philosophical context and impact" a significant portion of

general education courses must include learning associated with the practice of progressively complex information literacy. The national standards as issued by the Association of College and Research Libraries offer a guidepost for the goals Oakland University can aspire to.

In lower division knowledge area courses where it is appropriate, librarians can design online modules for use in WebCT provide instruction on the basic tools for research papers. In the writing-intensive upper-level courses there is an opportunity for librarians to collaborate with the faculty member teaching the course to develop more sophisticated search strategy and evaluative skills. This will be important for some applications courses as well—if students are working in an area by definition out of their major, then the need to learn about the structure of information in the discipline, as well as information resources available to them become even more significant. The capstone courses represent an opportunity for our students to become fully information literate, and collaboration between librarians and teaching faculty will be essential.

In addition the library faculty could teach a 2-credit information literacy course. Such a course would focus upon helping students to become lifelong learners by teaching them to determine and articulate their information needs, to access the needed information effectively through a variety of print and digital resources, and to understand the social context of information as well as its ethically responsible use. This course may be particularly useful for transfer students.

Continuing the library's commitment to the Rhetoric program and increased use of online instruction in lower-division general education classes is achievable with current library faculty resources. Making a meaningful and rigorous contribution to the upper-division intensive writing courses, applications, and capstones will be more of a stretch, and will certainly require more forethought, planning and teaming. Teaching a credit course is something library faculty have long desired to do. Given their current number, however, a very small number of such sections may be offered. Additional library faculty will be needed to achieve a fully realized program of information literacy within the Oakland University general education experience.

Appendix L
Glossary

Glossary

Assessment:	The act of evaluating student performance relative to specific learning outcomes
Capstone:	A course that makes explicit how general education areas are related to each other or how general education relates to the major
Co-Curricular:	Experiences that occur outside of the student's courses that complement and enhance student learning
Critical Thinking:	The ability to formulate questions and problems clearly, gather and assess information and use abstractions, come to well-reasoned conclusions and solutions, test them against relevant criteria, assess alternative systems of thought, and work with others to develop solutions to complex problems
Cross-Cutting Capacities	Critical thinking, effective communications, information literacy, social awareness; skills and values that cut across knowledge areas
Double-counting:	When a general education course happens to meets the requirements for the major and is counted for both
Effective Communications:	The ability to articulate ideas and to convey them effectively to others in oral and written modes
Explorations:	Also the Knowledge Exploration; a main division of the three-part general education program. Courses designed to broaden the students knowledge of the universe, society, and his/her self
Foundations:	Also Foundations of Knowledge; a main division of the three-part general education program. Courses that teach the knowledge and skills that are considered fundamental to all or many of the other courses in a curriculum
Framework:	The structure of the general education program accepted by University Senate in April 2003
General Requirements:	Requirements that all students must meet.
Implementation:	The process of carrying out the general education curriculum. Implementation requires a plan that addresses multiple issues and facets of the GE program.

Information Literacy:	Information literacy is the ability to: recognize an information need, locate information, evaluate information, and use information effectively
Integration:	Also the Integration Knowledge; a main division of the three-part general education program. Courses designed to integrate knowledge.
Intensive Writing:	Courses that have a substantial writing component, see also Appendix E
Interdisciplinary:	When a course contains major content from two or more disciplines and is planned and taught jointly by two or more departments/majors.
Knowledge Area:	1.) The 11 major components of the general education framework 2.) The courses that teach the knowledge components of the general education curriculum
Knowledge Applications	A course outside of the student's major discipline that shows the student how knowledge is applied in another field
Learning Outcomes:	A learning outcome is a measurable statement of what all students should learn from a knowledge area (or the diversity area) regardless of what course(s) are selected to fulfill the requirements of the area.
Module:	A term used in prior versions of general education review documents; a grouping of courses related to an overarching concept
NCA:	North Central Association of Schools and Colleges; the university's regional accrediting agency; located at 30 N. LaSalle St., Suite 2400, Chicago, Illinois 60602
Prerequisites:	Courses or requirements that must be met before a student enrolls in a course.
Program Review:	A comprehensive review and evaluation of a program designed to identify areas for improvement
Social Awareness:	ability to understand issues of social importance, examine the ways in which these issues are handled within societies, and act as effective citizens

Task Force:	A campus-wide group of faculty and administrators appointed by the provost to develop plans for a revised general education program at Oakland University.