UWSP GENERAL EDUCATION RESEARCH TEAM REPORT

Karyn Biasca, Department of Paper Science and Engineering
Patricia Holland, Department of Music
David Ozsvath, Department of Geography/Geology
Gregory Summers, Department of History
August 15, 2007

INTRODUCTION

In May 2007, Provost Virginia Helm appointed a team of four UWSP faculty members to research two aspects of general education: 1) the substance of different general education curricular models and 2) the processes used by other colleges and universities to review and/or reform their general education programs. This report presents the results of our research, suggestions for possible speakers to invite to campus, and a set of recommendations to move UWSP forward.

GENERAL EDUCATION MODELS

All programs in general education share similar goals: to communicate a set of skills, experiences, and knowledge that universities deem important to all students, regardless of major. Most programs require competencies in English, Math, and Foreign Languages, as well as basic courses in the Social Sciences, Humanities, and Natural Sciences. Some include additional components, such as courses relating to ethnic diversity, non-western culture, or environmental studies.

The major differences in the ways schools approach general education lie in how such programs are structured. The Research Team identified three broad approaches. The first and most restrictive may be referred to as the Core Model. It requires students to complete a prescribed set of common courses. The courses are typically interdisciplinary, are often taught by faculty from various departments, and attempt to introduce students to the specific skills and content that universities wish to convey. The second approach, less restrictive than the Core, can be referred to as the Distribution Model. Under this scheme, students are free to choose their courses from various menus divided by category, each of which has been approved by a central governing committee to fulfill a certain type of general education credit. (For example, rather than a single core course in the Humanities, students can choose from a menu of Humanities classes, taught independently by faculty in a variety of departments.) This is the model we currently use at UWSP. Third and finally, the least restrictive approach can be referred to as the Decentralized Model. Such programs allow the various colleges and/or departments to craft their own general education requirements which their respective majors must fulfill.

Each general education model has its strengths and weaknesses. The Core Model perhaps best facilitates the assessment of general education, since all students take exactly the same courses, the content of which is prescribed. In addition, because the core courses are not part of any particular major, the instructors can focus on general education goals rather than specific content. At the same time, this approach presents numerous difficulties in staffing and allocation of resources, because core courses are usually taught by faculty from numerous departments who must share responsibility for the Core. To achieve maximum effectiveness, it is probably best to have faculty who are dedicated to general education teach the core curriculum, instead of rotating new hires through the dubious responsibility of “taking their share of the bread and butter courses”. However, finding a sufficient number of dedicated faculty members could be problematic, especially since hiring is typically done to meet specific departmental needs. Thus, the

Core Model works best when a separate academic program is established to administer the general education curriculum.

The Distribution Model relies on individual departments for staffing and allows students greater flexibility in selecting their courses, but it also complicates assessment and can lead to turf battles among departments over control of general education courses and the resources they entail. In fact, once a university or college decides to use this approach, it is extremely difficult to make substantial changes in the general education requirements without raising objections from departments that perceive they will lose resources in the process. Thus, the Distribution Model becomes a vehicle for maintaining status quo, unless new general education objectives are simply added to existing requirements.

The principal advantage to the Decentralized Model is that it allows departments and programs the greatest flexibility in designing a curriculum appropriate for their students; but at the same time, this approach is essentially an affront to the whole concept of general education. This model is especially problematic in the area of assessment, and it creates a complex array of differing requirements that can complicate switching majors, not to mention simply explaining those requirements to students.

In the UW System, all campuses except one employ some variation of the Distribution Model. (UW-Whitewater uses a Core Model.) Many campuses also allow their colleges to impose additional requirements beyond the general distribution. The Research Team made an effort to compare these various distributions. (See the Table "UW General Education Comparison" in the Appendix A.) We made the following observations:

Miscellaneous

- Although the UW schools have many different systems for providing general education, the basic courses seem roughly the same in all schools. In other words, UWSP is not doing anything terribly unusual in the courses we require.
- Comparing general education requirements is difficult. Some universities have additional "College Requirements" beyond their general courses. Others use different labels and groupings that hide similarities.

Total Credits

- Stevens Point is on the high end of the spectrum for total General Education credits, although most schools average in the mid-40s.

Writing Emphasis (WE)

- Only 3 out of 13 schools have a WE requirement.

Foreign Language

- Most UW schools have some type of competency requirement.
- Some schools fulfill this with two years completed at high school level.

- Many schools, including UWSP, have different requirements depending on the degree, or make a foreign language an option under Humanities, Global Studies, or Communication.

Natural Science

- UWSP's science requirement for a Bachelor's of Science (BS) is higher than most other campuses.

History

- 7 out of 13 UW schools require History or a course that is essentially History (e.g. Western Civilization). No school requires more than 3 credits, although at Oshkosh students can take as many as 9 credits to fulfill their 12-credit Social Science requirement.
- History options are often available under Humanities, Social Science, or both. Also widely available for other requirements, such as Ethnic Studies, Globalization, etc.

Environmental Literacy

- Stevens Point is the only UW school with an Environmental Literacy requirement. Green Bay does require one Natural Science class from a group of courses with a specific environmental focus.

Minority Studies (MNS)/Non-Western (NW)

- 7 out of 13 UW schools require both a MNS and NW course, although they are often labeled differently (Global Studies, for example, or Ethnic Studies).
- 3 other schools have just a 3-cr. MNS requirement.
- 3 schools have neither. We include Whitewater in this group, although students there take a Global Perspectives course that may be partly NW.

Wellness

- 7 out of 13 UW schools require Wellness courses.

The American Association of Colleges and Universities (AAC&U) has identified a number of programs as "most promising models" for general education. Perusal of these programs reveals many similarities. According to Astin,[1] about 90% of universities use the distribution model for their general education programs. The programs are distinguished by the categories of distribution and other details. Some features included in the designs of these promising models are:

- Special missions of the school (e.g., religious orientation can provide a central purpose to a general education program)
- Separate categories within the general education program (e.g., foundations versus liberal studies)
- Temporal or sequential elements, where certain courses are required early in each student's program in order to maximize value added or to build

skills; programs with sequential elements may also have non-sequential elements
- Multidisciplinary work that reinforces global connections (e.g., examination of a single topic from the point of view of several disciplines)
- Incorporation of elements of the general education program in the capstone course
- Service-learning components
- Assessment is often built into the design, and sometimes into the support structure (e.g., combining positions of Director of Liberal Education and Director of Assessment in one position)

Although the programs named by AAC&U as promising models are too diverse to be compared briefly, these programs serve as a compendium of best practices. Appendix B to this document provides a brief summary of notable features of these programs.

GENERAL EDUCATION MISSION STATEMENTS

Among the most important ways in which UWSP's general education program fails in comparison to other universities is its lack of a clearly defined set of goals or sense of purpose. Consequently, members of the faculty rarely communicate the goals of our program to students; and students, in turn, do not understand why they take general education courses. The result is a sense of frustration across the entire campus community.

Nearly every other campus in the UW System has a clearer, better articulated mission statement for its general education program than UWSP. (See the document "UW System General Education Mission Statements" in Appendix C for examples.) Among these, the mission statements from La Crosse, Platteville, and River Falls seem especially good models in their concise articulation of the profound importance of a general education curriculum.

The general education program at UWSP certainly embodies a set of goals that we hope to achieve, each of which is spelled out, in fact, in the University Handbook. But few people read the Handbook, and too often the goals of our general education program are left implicit in individual course descriptions. A concise mission statement would help faculty communicate to students why such courses are required. In addition, it could serve as a useful guidepost in designing assessment methods for general education courses.

GENERAL EDUCATION REVIEW/REFORM PROCESSES

Review of the literature in General Education reform yielded publications documenting reform efforts at many campuses: some successful, some not. The sections below describe several curricular reform processes, both successful and unsuccessful, followed by a summary of the characteristics of these processes. These descriptions should not be taken as exemplars, but rather as examples from which we can learn.

Successful review/reform processes

Salve Regina University published an account of their general education reform process in the Fall 2004 issue of Peer Review, an AAC&U Journal. The campus wished to design a "signature" general education program that captured the distinctive mission and essence of their institution, but feared that use of a conventional process for reform would lead to minimal change in the curriculum. They avoided many problems by using a problem-solving model outlined by Vincent Ryan Ruggiero.[2] This four-step model is as follows:

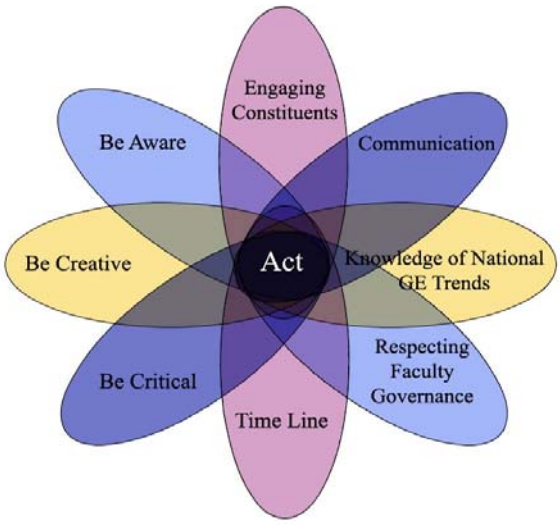
1) Be aware: gather information and define the problem.
2) Be creative: generate as many creative solutions to the problem as possible.
3) Be critical: set aside the proposed solutions while developing the criteria by which they will be judged.
4) Act: use the criteria to select a solution and implement it.

The university community at Salve Regina had recently completed a new mission statement, and many were concerned about a disconnect between this new mission and the general education requirements (GER) in existence at the time (a set of distribution requirements with no frame of reference or connection to the mission). A steering committee (eight faculty members and the undergraduate dean) stated the dissatisfaction with the GER as a task: "to create a core curriculum of liberal arts and sciences that includes explicit goals and measurable objectives and that is (1) grounded in the university's mission…and that is (2) integrated by cooperation." The faculty was then challenged to, individually or in teams, develop distinctive curricula that satisfied these two criteria. Five fully developed models emerged from this process. While these models were in development, the steering committee created the criteria by which the models would be judged. Steering committee members were not allowed to participate in model design. The criteria were kept in confidence until after the curriculum models were presented to the full faculty and academic administration. During the discussions, various other criteria were proposed and debated, with a set of six criteria emerging as the basis for decisions on the curricula. The faculty who developed the curricular proposals were then asked to explain in writing how their proposals addressed the criteria. They were allowed to change their proposals to address the criteria, but were not required to do so. The final selection of a GER model occurred at a two-day, post-commencement faculty meeting. All faculty engaged in the discussion, and one of the proposals was selected at the end of the meeting. The entire process of developing and selecting a distinctive, signature curricular model was complete in the course of one academic year.[3]

The University of Michigan – Flint used the same process as Salve Regina. The task description presented to the faculty was (www.flint.umich.edu/resources/centers/tclt/ge): "To create a core curriculum of liberal arts and sciences, unique to our university, that:

1) is integrated across the curriculum and interdisciplinary among the units
2) fosters intellectual curiosity and lifelong learning, prepares students for local and global citizenship and cultural competence, and challenges students to develop critical and creative habits of mind
3) is consistent with the Mission's three pillars: excellence in teaching and scholarship, student-centeredness, and engaged citizenship"

The General Education Reform Steering Committee included a student member. In a presentation at the AAC&U General Education and Assessment Conference in 2007, UM Flint faculty emphasized the need to respect faculty governance, engage constituents in the process, be aware of national trends, and establish and adhere to a timeline. As shown in their presentation graphic below, action is at the center of the process.[4]



St. John Fisher College used a more traditional process for reform of their general education program. Their presentation at the 2007 AAC&U General Education and Assessment Conference described the entire process of reform, from the appointment of a Core Committee by the dean (Fall 2000) through the initial assessment of the new learning goals (spring 2007). The Core Committee included students, faculty, the registrar, and the dean. Their Faculty Assembly and Board of Trustees approved the final structure of their new core curriculum in spring 2004. Entering freshmen in the fall 2006 semester were subject to the new requirements.[5]

Many other institutions have presented successful reform initiatives using traditional, committee based processes. Many examples may be found in the online archives of the AAC&U General Education and Assessment Conferences.

Unsuccessful review/reform processes

Rice University is an example of a process that did not lead to a successful reform of their general education program. According to an article in The Chronicle of Higher Education, the general education proposal centered on five interdisciplinary "Ways of Knowing" (approaches to the past; encounters with texts and the arts; engaging science and technology; interpreting human behavior; methods, analysis and inquiry) and was generated by the university's curriculum committee. The curriculum committee appears to have waited until after their proposal was complete to seek input from the university community. The proposal was defeated by faculty vote for a variety of reasons. These reasons included:

- the "renegade reputation" of the curriculum committee
- the vagueness of curricular categories

- the speed at which changes were implemented
- the requiring of courses that did not yet exist
- the fact that no single vision of general education existed among the faculty

The entire Rice faculty must approve curricular change with two separate votes. The "Ways of Knowing" proposal passed on the first vote by a 3-2 margin, but was defeated on the second vote by the same ratio. One of the leaders of the curricular reform effort reported, "Many of the people at the second vote were people we've never seen at a faculty meeting before or since." [6]

Faculty from James Madison University (JMU) published an article in the Journal of General Education describing the turmoil surrounding their attempt to reform their general education program. The article includes nine suggestions for general reform strategies based on many mistakes made at JMU. These include:

1) Promote open discussion: JMU rushed through the process due to a perceived risk of having the state impose changes for them.
2) Establish a legitimate revision committee: open and careful review of the general education program should be done on a regular basis by the existing curriculum committee and an ad hoc committee appointed to lead the reform efforts. JMU appointed a short-term committee to perform the review. The report of this review committee established a General Education Committee (GEC) consisting of appointed (not elected) members. This GEC had full authority to develop the new general education program.
3) Establish a reform agenda and timetable.
4) Debate and design the new curriculum: the GEC used open forums to gather input, but then ignored serious questions. Timely and thoughtful response to concerns is extremely important.
5) Create clear criteria for course approval: the GEC did not follow their own procedures at JMU
6) Establish a role for assessment: consideration of assessment must be part of the reform process, or considerable rework of the content and administration of the program will result.
7) Anticipate program changes and concerns and set up information channels.
8) Schedule periodic review.
9) Vote on the proposal for adopting a new general education curriculum: this did not occur at JMU. The central administration ignored the Undergraduate Curriculum Council's vote against the proposal and implemented the new program. The Faculty Senate has since surveyed the entire faculty twice and found that the majority opposes the new program. The Faculty Senate endorsed a resolution calling for an external review of the general education program.[7]

<u>Characteristics of successful processes</u>

- A coordinating team appointed specifically for the task, usually by the provost and/or chancellor/president, leads the process.
- The coordinating team finds ways to involve faculty throughout the task, with either all-faculty meetings and approval or faculty governance structures.
- The process is open and transparent to the university community.

- Students were involved in the process in ways appropriate at the institution.
- Faculty driven

Characteristics of unsuccessful processes

- Administration driven
- Changes pushed too fast
- No faculty buy-in
- Failure to overcome resistance to change, turf battles, etc.
- Poor communication

POTENTIAL SPEAKERS ON GENERAL EDUCATION

Appendix D presents a list of speakers on general education with a brief statement of their potential contribution.

RECOMMENDATIONS FOR UWSP

We provide here three recommendations for moving the review and reform of the general education program (GEP) forward. Action on the first two recommendations resides in administrative hands. Action on the third recommendation requires involvement of both administration and faculty governance.

First, UWSP administration must demonstrate the importance of the GEP by appointing Director of General Education, a person charged with GEP oversight who would serve on the General Education Reform Steering Committee, described below. This should be a minimum of a 0.5 FTE position.

Second, the administration should make transparent the criteria used to approve search and screen requests for faculty positions. Faculty understanding of the role of SCH in FTE management is sketchy, and could derail efforts to reform the GEP. Although any general education reform will inevitably involve tough decisions about FTE, transparency will ensure that the conversation takes place in the open.

Third, we recommend that UWSP consider a two-path approach to the review and reform of the GEP. The two paths should be carried out in parallel.

1) The Provost should charge the GDR Subcommittee with an immediate review of the GDR, with the intent of recommending short term changes to fix pressing problems while the longer term evaluative process described below takes place. This charge should include:
    a) Identify and document problems with current GDR structure (the AASCU report is a great place to start). We need real data to drive changes in the general education curriculum, not hearsay.
    b) Determine ways to eliminate the significant problem areas that make sense for the university as a whole, and the students in particular. For example, registration patterns suggest that the Writing Emphasis requirement creates substantial bottlenecks for students and departments. Reduction or elimination of this

requirement would immediately reduce total general education credits and alleviate staffing pressure.

c) Report their recommendations to the Academic Affairs Committee (AAC) by December 2007 for deliberation and action by both the AAC and the Faculty Senate before the end of the 2007-08 academic year.

2) The Chancellor and Provost should appoint an ad hoc General Education Reform Steering Committee. Committee members must keep the educational quality of the GDR <u>for the students</u> paramount, setting aside their college/division/department interests, and act as agents of the university as a whole. This committee should be charged with evaluation of the future of the general education program at UWSP, including the possibility of significant changes in the program's structure. This committee should:
   a) Represent key campus constituencies, including faculty, staff and students.
   b) Create a few over-arching goals for the GEP that are consistent with the university's mission, then clearly connect learning outcomes to these goals.
   c) Ensure that learning outcomes for the GEP are assessable.
   d) Work with the Assessment Subcommittee to determine how to accomplish these assessments.
   e) Create open avenues for involvement in the process (web site, blog, D2L, open forums, focus groups, etc.).
   f) Invite one or more presenters on general education topics to speak to the faculty as appropriate.
   g) Propose a general education curriculum that will accomplish the goals as proposed.
   h) Establish procedures for periodic review of the GEP.
   i) Work with faculty governance for approval of plans.

   The Provost should establish a timeline for completion of this process. The literature suggests that this type of process often takes 3-5 years.

This report and the information we used to develop it are available in a "General Ed Research" area within the Desire to Learn course management system. This information can be made available to the GDR Subcommittee and the General Education Reform Committee at any time.

APPENDIX A
Comparison of UW System General Education Programs

UW Gen Ed Comparison

UW School	Total Credits	Communication	English	Math	Foreign Language
Eau Claire	39-48	6 (choose from Comm., English, Foreign Lang., Math, Computer/Logic			
Green Bay	37-48 (plus 12 WE)		0-9 credits English/Math depending on test		Completion of second year replaces World Cult. (NW)
La Crosse	48-55	3	3	3-7	4 (second sem. counts toward math/lang. req.)
Madison	28-30 (But Colleges maintain additional req.: eg., For. Lang in L&S.)	3 (Comm. A; see note)		3 (QR A; see note)	Required for certain Colleges
Milwaukee	38		3	3	8
Parkside	48-52		3	3-4	8
Platteville	49-60	2	6	3	8
Oshkosh	50 ?	3	6	3	8 for BA
River Falls	38 minimum	3 (optional in place of For. Lang.)	6	3-4	4 (optional in place of Comm.)
Stevens Point	55 ?	2	6	7 BS 3 BA	0 BS 8 BA
Stout	50-60	2	6	6	4 (Optional in place of Global St./NW)
Superior	48	3	6	3	Options under Hum. Electives
Whitewater	39-49	3	6	3	

UW Gen Ed Comparison

UW School	Natural Science	History	Humanities	Social Science	Wellness
Eau Claire	9-12	Options in Hum.	9-12	9-12	
Green Bay	10-12	3 (West. Civ. in Hum. one of two choices)	12	9	
La Crosse	4	3 (world hist.)	7	3	3
Madison	4-6		6	3	
Milwaukee	6	Options in both Hum. and Soc. Sci.	9	6	
Parkside	12	Options in both Hum. and Soc. Sci.	12	12	
Platteville	9	3 required as part of Humanities	12	9	2
Oshkosh	8	3 required as part of Soc. Science	9 from two areas incl. Foreign Lang.	12 (max. 9 credits Hist.)	
River Falls	6-10 (2 courses)	Options in Soc. Sci.	6	6	2 (3 courses)
Stevens Point	12-15 BS 6 BA	3 BS 6 BA	6-12 BS 9-12 BA	6-12 BS 6-9 BA	3
Stout	4	Options in Hum.	9	9	2
Superior	6	3 (required under Hum.)	15	6	3
Whitewater	7-11 (one science lab plus additional science, math, computer)	3-6 (Core: The U.S. in the World and The World of Ideas)	3 (Core: The World of the Arts)	3-6 (Core: The Individual & Society and Global Perspectives)	1-2

UW Gen Ed Comparison

UW School	Writing Emphasis	Environmental Lit.	Non-Western Cult.	Minority Studies	Notes
Eau Claire					6 additional credits University-wide Gen. Ed., chosen from all categories?
Green Bay	12 (4 courses)	Science req. incl. one Env. Sci. course	3 (For. Lang. replaces this req.)	3	37-39 Breadth Req. beyond Math/English.
La Crosse	6		3	3	
Madison				3	Comm. and Quantitative Reasoning req: 6 credits each (A and B categories). Comm B. includes many lit. classes and other fields. QR B includes many science courses.
Milwaukee				3	
Parkside				3	Also has Information Literacy Requirement (Library)
Platteville			3	3-6 (ethnic/gender both req.)	Historical Perspective requirement includes mostly history, but also econ, poli sci, womens studies, ethnic studies, and philosphy.
Oshkosh			3	3	
River Falls					Two additional course (6-7 cr.) from approved list of Multidisciplinary Inquiry courses and Ethical Citizenship courses.
Stevens Point	6	3	3	3	
Stout			6 (optional in place of For. Lang.)	6-9	Additional Req: 2 cr. Technology; 0-6 cr. In Gen Ed. electives; plus additional work in Interdisciplinary electives.
Superior			3	3	
Whitewater					Additional 7-12 cr. in Breadth Electives chosen from arts, humanities, social sciences, etc.

APPENDIX B

Summary of Best Practices and Notable Program Designs
featured at
The American Association of Colleges and Universities Website
"Promising Models" for General Education[8]

College of **Charleston, Charleston, SC** [9]

The College of Charleston has an extensive website devoted to its General Education reform efforts and the process used. Some notable process features:

- The college sought input broadly through multiple methods such as a website, a listserv and various forums
- A thorough preparation for the process included research into types of GE program models, identification of the college's definition of a "liberally educated person," and well-crafted goals for the program

A notable design feature:

- According to the website, "A temporal dimension has been added so that students begin with Foundation courses emphasizing skill development and demonstrated competency in written communication, quantitative and statistical literacy, and a basal knowledge and skill in a foreign language sufficient to build proficiency."

Eastern New Mexico University[10]

The program itself is a distribution model with familiar categories; what is notable about this program is the clear articulation of goals and intended learning outcomes for the general education program. Clearly stated learning outcomes are essential to ability to assess the effectiveness of the general education program.

Fairleigh Dickinson University, Madison, New Jersey[11]

This design is notable because it is a true core model of general education. The program consists of four core courses, all interdisciplinary.

- Core A - Global Challenge
- Core B - Perspectives on the Individual
- Core C - Cross-Cultural Perspectives
- Core D - The American Experience

Grand Valley State University, Allendale, Michigan[12]

Like Eastern New Mexico University, Grand Valley State has very well-defined goals for the general education program, as well as a clearly stated mission statement. According to their website,

> The pedagogy of the General Education Program helps students develop the following academic and life skills:

1. To engage in articulate expression through effective writing and speaking.
2. To think critically and creatively.
3. To locate, evaluate, and use information effectively.
4. To integrate different areas of knowledge and view ideas from multiple perspectives.

GVSU's general education structure consists of Foundation courses that reinforce the first three skills above; and Thematic Groups that fulfill the fourth skill above. Students must take five to seven courses in their thematic group, but the courses must be in at least three different disciplines, and at least two colleges must be represented in these courses. The intent of the structure is that students will complete the foundation courses, and that these will serve as prerequisites to the Thematic Group courses.

Like many GE programs, the structure is somewhat complex, and requires effort for students and advisors alike to understand clearly.

Indiana State University, Terre Haute, IN[13]

This GE program is divided into Basic Studies and Liberal Studies. According to the website, "The Basic Studies requirements promote refinement of communication, quantitative literacy, and information technology skills, encourage the study of a foreign language, and advocate physical fitness for life.[…] The Liberal Studies requirements encourage students to understand the value of a traditional university education in the arts, humanities, and sciences and to explore the relation of a liberal education to any major course of study." Therefore the Basic Studies serve as prerequisites or as foundations to the Liberal Studies. This division of general education studies was observed in several programs featured by AAC&U.

Kalamazoo College, Kalamazoo, MI[14]

Although this is a distribution system, it is very well-conceived and has a simple structure that imparts coherence and relevance to the general education program. The entry to the structure is simple, and layers are added to the structure.

The "Kalamazoo Plan" general education program includes three divisions, Foundations, Explorations and Connections:

- Foundations: skill development focusing on written and oral expression, information literacy, quantitative reasoning, and second language proficiency.
- Explorations: this includes general education courses and courses within majors and minors. The General Education area is divided into two further sections: Areas of Study Requirements and The Cultures Requirement.
    - Explorations into different realms of knowledge are organized into the following four Areas of Study:
        - Literature, Creative Expression, Fine Arts and History
        - Natural Science, Mathematics, and Computer Science
        - Philosophy and Religion
        - Social Sciences

- The Cultures Requirement: Students must enroll in three Cultures courses. Two must focus on different areas of the world outside the United States and the third must give substantial attention to the cultural diversity within the United States.
- Connections: Majors seminars, comprehensive exams in the major, and the Senior Individualized Project, which many students complete in their major, provide students with vehicles to make connections within their major fields of study.

Miami of Ohio, Oxford, OH[15]

Miami's GE program is similar to several others already discussed, in that it contains sections on Foundations and Focus. Foundations here are more broadly defined to include many content areas such as fine arts, cultures, and natural science. The focus section includes a thematic sequence outside the major, and incorporates the capstone course. Although Miami calls their program a "core model for liberal education," the choices within the categories make it a distribution model. However, it does seem to be an excellent model with the liberal education courses distributed between foundation and focus courses.

Another distinctive feature at Miami is the leadership of the General Education program. The university combines leadership of general education and leadership of assessment in a single position. Combining these functions assures excellent attention to assessment of the general education program.

Michigan State University, East Lansing, MI[16]

Michigan State divides its GE program into two sections: Foundations and Integrative Studies. The Foundations courses are Writing and Math courses, and therefore unremarkable. The Integrative studies portion of the curriculum is more innovative. According to the website,

> Integrative Studies is an important component of Michigan State University's unique approach to liberal general education, offering a core curriculum that complements specialized work by students in their majors. Integrative Studies courses integrate multiple ways of knowing and modes of inquiry and introduce students to important ways of thinking in the three core knowledge areas: the Arts and Humanities, the Biological and Physical Sciences, and the Social, Behavioral, and Economic Sciences. They assist students early during their study to develop as more critical thinkers. They also encourage appreciation of our humanity and creativity, human cultural diversity, the power of knowledge, and our responsibilities for ourselves and for our world.[17]

The program has an additive approach to skills; one must complete the writing requirement before taking the first level of integrative studies courses, and the first level of integrative studies courses in general serves as prerequisites for the upper level of integrative studies courses. Students are also required to take two courses with diversity

designations, one emphasizing "national" diversity (this seems to mean American), the other emphasizing "international and multicultural" diversity.

Millikin University, Decatur, IL[18]

The Millikin Program of Student Learning (MPSL) combines sequential and non-sequential program elements with an intensive major area of study in pursuit of student growth and success. [19]

The MPSL has **sequential** and **non-sequential** components. The sequential components consist of 5 courses at 3 credits each: first semester, University Seminar and Critical Reading and Writing 1, second semester, Critical Writing 2; second year, US Studies, and third year, Global Studies. The non-sequential components consist of four courses: Quantitative Reasoning, Fine Arts, Natural Science (with Lab) and Off-Campus Learning. These courses may be taken any time in the first, second or third year, with the exception of the off-campus learning course, which should be taken in the second, third, or fourth year.

There are three additional required courses in the general education program. Students select a track in either language, culture or semiotics. The basic requirement in any of these areas is three courses at three credits each. Students who choose the language track and who have language experience may place out of one or two courses in language study. The culture track includes courses in history, social institutions and cultures. The semiotics track includes courses in computer languages, linguistics, symbolic logic, and others.

As in some of the other programs examined here, the Millikin program contains some sequential and/or semester-specific requirements that are designed to build skills in an additive fashion.

Olivet College, Olivet, MI[20]

The general education program at Olivet College, called the Olivet Plan, has a stated purpose to implement the college's vision of Education for Individual and Social Responsibility. The Olivet Plan has six components: the Liberal Arts Concentration, Learning Communities, Lecture and Symposium Series, Portfolio Assessment, Senior Experience, and Service Learning.

The Liberal Arts Concentration consists of eleven courses that connect skills, competencies, learning outcomes and orientations to Olivet's academic vision of Education for Individual and Social Responsibility. These courses use a cross-disciplinary approach and collaborative teaching. The courses include Self and Community I and II; Writing and Rhetoric I and II; Arts Exploration; Creative Experience; Nature, Technology and Humanity; Science Experience; Civilization Studies I and II; and Exploration of the Liberal Arts: Living in a Diverse World. Students must

also demonstrate proficiency in math either through a proficiency exam or by taking an approved course in math.

The Portfolio Assessment, Senior Experience, and Service Learning components are all required coursework for all students. The other parts of the Olivet Plan (Learning Communities, Lecture and Symposium Series) are optional but highly recommended.

Saint Joseph's College, Rensselaer, IN[21]

The unusual feature of this program is that the core courses are distributed across the four years of undergraduate study, and students begin studying in their majors during the first year, so that they receive are studying in the major and in general education during all four years.

In place of general education courses in English Literature, English Composition, History of Western Civilization, Speech, Art Appreciation, Music Appreciation, Science or Mathematics, Philosophy and Theology, Saint Joseph's College operates an interdisciplinary liberal arts program. Students enroll in "Core" every semester; there are lecture presentations twice a week except for Junior year Core where there are three lectures per week. In addition, students have discussion sessions where they not only learn to discuss diverse ideas, but also fulfill writing assignments and other kinds of evaluations (quizzes and tests). The Core Curriculum is structured around the over-arching theme of "Christian Humanism."

Syracuse University, Syracuse, NY[22]

The chief innovation at Syracuse is their claim to a paradigm shift; according to the AAC&U Website,

> Syracuse University has recently moved from a traditional research university paradigm, discipline- and faculty-centered in its priorities and operating style, to a student-centered research university that makes student learning its highest priority.[23]

However innovative the concept may be, the general education program itself is similar to those of many other institutions. This is a distribution model with several choices that will fulfill the various categories of requirements.[24]

Portland State University, Portland, OR[25]

Portland State University's general education program, which they call "University Studies," consists of two semesters of interdisciplinary, team-taught Freshman Inquiry courses; three Sophomore Inquiry courses selected from 25 possible topics, followed by the upper division cluster, linked to one of the Sophomore Inquiry courses. The final requirement in University Studies is the capstone course, which is community based, introducing a service learning component. Although strictly speaking this is a

distribution model program, there is a great deal of integration to it, with a "value-added" aspect in basing the upper level clusters on the Sophomore Inquiry courses. According to the website,

> Portland State University's nationally recognized approach to education is based on an extensive review of current research. Strong evidence shows that tightly structured clusters of courses with an interdisciplinary thematic approach help to create a more effective general education program.[26]

A more detailed look at PSU's approach to general education is in the document "A Model for Comprehensive Reform in General Education: Portland State University." This document can be downloaded from the website.[27]

University of California, Los Angeles[28]

UCLA offers a rather bewildering array of general education requirements. Several (but not all) of the colleges have adopted a common set of general education requirements, to be completed after the Freshman General Education Cluster Program. The common GE requirements are arranged in a distribution model. Although there is little about this example that seems terribly different from other schools, one interesting bit of information on their website was an answer to the question, "why are you required to take general education courses?" The answer provided was the following:

> UCLA requires its undergraduates to take a number of General Education courses out of the deep conviction that living a successful and satisfying life demands a wide range of skills and knowledge. Whatever your area of specialization or career plan, you will need the skills to reason logically and quantitatively, and to communicate effectively. Further, as a consumer and citizen you will need to have an understanding of the ideas and cultural movements that shape our values, the ways in which humans organize and govern their societies, and the sciences that explain and increasingly shape our environment.[29]

The University of Charleston, Charleston, WV[30]

U of C has developed a set of Liberal Learning Outcomes that are woven throughout the curriculum. The Liberal Learning Outcomes are in six broad areas: Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice, and Science. Each of these areas has three to four specific learning outcomes associated with it; for example, under communication, the learning outcomes are:

- The student writes effectively for a variety of audiences and purposes
- The student speaks effectively to a variety of audiences and for a variety of purposes
- The student reads effectively[31]

These are obviously clearly stated and assessable learning outcomes.

Another feature noted by AAC&U is that the university designed a set of institutional structures and rewards that foster integration of liberal learning outcomes throughout the

curriculum in an effort to become intentional about teaching and learning and about the demonstration of exit level liberal learning outcomes. Details of how this was accomplished are scantily available, but it appeared that this was primarily a top-down process which seemed to come at a high price in faculty trust.

University of Delaware, Newark, DE[32]

The program is mentioned by AAC&U because of its First Year Experience courses. This portion of the program is called Pathways. According to the website,

> Pathways courses at the University of Delaware, which are part of the Delaware General Education Initiative, are one model of General Education at the University designed to provide integrated academic learning experiences for new students.
>
> Pathways courses are thematic, integrative courses for first-year students designed to introduce students to the academic resources of the university and to teach basic intellectual skills required for a successful undergraduate experience.
>
> Often designed collaboratively by teams of faculty from different disciplines, Pathways courses offer students some exciting opportunities to approach topics of general interest from cross-, inter-, or multi-disciplinary perspectives.[33]

University of Southern California, Los Angeles, CA[34]

The AAC&U focused on a particular speech given by a faculty member discussing general education.[35] The speech outlines the general education program and its history. It contains an engaging but brief account of the process followed in revising the general education program, followed by a discussion of the speaker's experience teaching a course in the General Education program.

The general education program itself contains features similar to those already discussed elsewhere in this document. The University's website[36] provides details of the program.

Wagner College, Staten Island, NY[37]

The general education component of the Wagner Plan consists of prescribed courses in writing math, speech and technology skills (some of which can be completed by evaluation without taking the course), and distribution model requirements in Intercultural studies, Humanities, Social Sciences, Sciences and The Arts. The components that are innovative in this plan are the emphasis on learning communities, experiential learning, and reflective tutorials. The website outlines these concepts for the first year experiences:

> Learning Communities (LC's) are clusters of courses that are linked together by a single theme and that share a common set of students. The faculty plan their LC courses with overlapping assignments, common readings and joint problems so

> that courses share some common ground. The LC's are linked directly to field experience based on the theme of the Learning Community. In the first year LC, students are placed in carefully selected field sites in small groups made up of students from the LC. Students typically spend three hours per week at the designated site observing the organization, its practices and its dynamics. We link the field placements carefully to one of the three courses in the first year LC called a Reflective Tutorial (RFT). Faculty in each LC divide the students into smaller groups for the RFT with each faculty member serving as the professor for one of the RFT groups. The faculty member who teaches the RFT will also be the first year faculty advisor to all students in the RFT. The Reflective Tutorial emphasizes writing skills and discussion, where students link their field experiences directly to the course readings in all three LC courses. Because the field experiences are directly linked to academic course work, students learn how to scrutinize ideas in the light of real world experiences.[38]

This plan displays a high degree of integration among its components. One reason why this approach may be so successful is the small size of the student body. Wagner has about 1900 undergraduate students and about 300 graduate students.

Washington State University, Pullman, WA[39]

Washington State has developed a three-tiered general education program in which

> "Tier I is designated for entering freshmen and addresses the essential knowledge and skills needed for success in the rest of the undergraduate curriculum. […]Tier I consists of core courses […] in World Civilizations and English composition; broad introductory courses in the sciences; and a selection of courses in mathematics. […]
>
> Tier II courses are typically introductions to the scholarly disciplines and constitute the bulk of the distribution requirements in the several academic areas: Arts and Humanities, Social Sciences, Intercultural Studies, Biological and Physical Sciences, and Communication Proficiency. […] While Tier II courses are designed to build on Tier I, courses may be taken from these two tiers concurrently. Hence, Tier I courses are not absolute prerequisites for Tier II courses.
>
> Tier III provides the final component of study in general education. Tier III courses are 400-level and have as a general prerequisite 60 hours of course work; there may be additional prerequisites for specific courses. Tier III courses are intended to engage students in significant writing and research projects outside of their majors."[40]

According to the AAC&U website, "The curriculum stresses the acquisition of a working knowledge of a broad range of scholarly disciplines in order to foster understanding of the major fields of knowledge and the interrelationships between them."[41]

APPENDIX C
UW-System General Education
Mission Statements

Eau Claire:

Experience and learning have always communicated the interdependencies and interrelationships that exist between persons and things—and today, because of the increasingly powerful technologies of information gathering, communication, and transportation, it is even more vital for students to see that specialized knowledge alone is not sufficient to meet the challenges of reasonable and responsible living in a complex world. Specialties enable persons to be successful as professionals. General Education must enable them to be successful as human beings.

The General Education program is provided to help each student attain the basic competencies, breadth of knowledge, and critical judgment which characterize a mature and responsible individual in the modern world. More specifically, the program is designed to: (1) stimulate and direct learning throughout life; (2) provide exposure to typical modes of inquiry within the disciplines; (3) promote active learning and a critical response to what is read, heard, and seen; and (4) broaden individual perspectives and emphasize relationships with other fields of study, other cultures, or other times.

The General Education Program seeks to develop further the abilities and skills of students by fostering: (1) extensive communication and analysis; (2) an elevated social conscience and commitment to a life of involvement and public service; and (3) opportunities to study and to develop a system of values.

Green Bay:

Purpose

The general education program gives students an opportunity to strengthen academic skills, broaden intellectual horizons, develop and explore new academic interests, reflect on personal values, and build a foundation of knowledge for future course work and lifelong learning.

In addition to providing a breadth of knowledge the general education program is designed to enhance students' ability to solve problems, think critically and communicate effectively. Students take courses in six broad areas: fine arts, humanities, social sciences, natural sciences, world culture and ethnic studies.

Learning Outcomes

All students who graduate from UW-Green Bay should achieve the three skill-based learning outcomes listed below. The general education program also emphasizes developing these skills.

- The ability to communicate effectively through listening, speaking, reading, writing, and the use of computers.
- The ability to think critically.
- The ability to exercise problem-solving skills, such as problem identification and analysis, solution formulation, implementation and assessment, using an integrated, interdisciplinary approach.

Lacrosse:

The mission of the General Education Program at UW-La Crosse is to develop life-long learners who will be engaged as knowledgeable and responsible citizens in a diverse and ever-changing world.

It is the University's vision that the core curriculum encourages students to

- discover connections between disciplines
- consider one's major in a broader context
- cultivate knowledge, skills, and habits of mind essential for independent learning and thinking.

Madison:

The purpose of the General Education requirements is to ensure that every graduate of the University of Wisconsin-Madison acquires the essential core of an undergraduate education that establishes the foundations for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in life-long learning in a continually changing world. For this reason, these core requirements provide for breadth across the humanities and arts, social studies, biological sciences and physical sciences; competence in communication, critical thinking and analytical skills appropriate for a university-educated person; and investigation of the issues raised by living in a culturally diverse society.

Note: Colleges at Madison maintain additional requirements. Below is L & S description of a liberal education:

Goals of a Liberal Education
Students in the College of Letters and Science immerse themselves in an array of course offerings and opportunities that comprise the rich undergraduate liberal arts and sciences education that the UW-Madison provides. This education is both

broad and deep, in keeping with the philosophy that a liberal education is one that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. In keeping with this philosophy of education, the College of Letters and Science seeks to provide the following four educational goals:

1. **Education of the complete person:** breadth of study spanning the humanities, arts, social sciences, biological sciences, and physical sciences; the ability to receive new information, place it in an understandable context, and think critically.
2. **Education for citizenship:** academic and practical preparation suited to participation, leadership, and transformation in a world of that is rapidly changing technologically as well as in terms of economic, physical, and national boundaries.
3. **Education for a productive life:** broad and flexible academic preparation that helps students achieve practical aspirations related to the pursuit of meaningful work and service, and to engage in important pursuits outside of those settings.
4. **Education for the love of learning:** educational experiences that foster the joy of learning to satisfy human curiosity, since the practical world is often shaped by ideas and devices whose origins were in the love of learning for its own sake. The breadth and variety of experiences encompassed by these goals is reflected, in turn, in the numerous paths toward a degree that exist within the college. Those paths are created by each student who makes course selections, writes papers, completes exams and courses, and fulfills requirements, accumulating and creating knowledge along the way. Successfully completing this work allows these four goals to become accomplished.

Achieving a Liberal Education

These four goals of liberal education are achieved by developing particular skills and strategies for understanding and communicating about the world around us. These include:

- **Skilled written and verbal communication:** excelling in formulating and expressing a point of view, reflecting and questioning current knowledge through reading, research and consideration of the views of others, and demonstrating the ability to use quantitative information to understand, develop, and respond to arguments;
- **The ability to draw flexibly upon a variety of modes of thought**, including those characteristic of the arts, humanities, biological, physical, and social sciences, and to apply those principles of inquiry and analysis to individual and community problems;
- **Knowledge of our basic cultural heritage** as a multifaceted and often contested history, and of being a member of one or more communities within which differences are negotiated with respect, and values are cultivated as durable qualities of personal and social life; and
- **Deep understanding of at least one subject area**, focusing on that subject as a coherent body of knowledge with identifiable methodologies, and as a historical process of knowledge-formation.

The ways in which students attain these skills and goals is the subject of the sections below, which describe the L&S bachelor's degree requirements. These

requirements provide a framework for achieving these objectives, and by extension, deliver an excellent and complete liberal education.

Foundations: Tools of Learning

In all programs of study, it is essential that students achieve competency in communication. The ability to communicate accurately and effectively is a vital component of the curriculum, as it is a vital component of education for citizenship and education for a productive life. Similarly, students are expected to attain mathematical and quantitative skills that not only foster accurate understanding and sharing of information, but also contribute to the mastery of other skills. Finally, knowledge of a foreign language enhances the ability to understand and communicate with other cultures, and to participate in a global community. The importance of these aspects of education makes it necessary for students to acquire competency in composition, mathematics, and language either before or during their enrollment in the college. The university's **General Education Requirements** help every UW-Madison student acquire an educational core in communication and quantitative reasoning, both of which introduce critical thinking and analytical skills appropriate for a university-educated person. These skills, as well as those related to inquiry and research in breadth and ethnic studies areas, provide a foundation for all four goals of liberal education.

For a more detailed explanation of the university General Education Requirements, with a complete list of approved courses, please refer to www.ls.wisc.edu/gened/.

Breadth: Exploring the Liberal Arts and Sciences

At the heart of a degree in the liberal arts and sciences is the variety of scholarly approaches to knowing the world. Completion of the breadth requirement ensures that every student who graduates from the College of Letters and Science will have had significant exposure to four principal fields of knowledge: humanities, social sciences, physical sciences, and biological sciences. These fields comprise many of the ways in which the complexity of the world can be understood, and the underlying value of the requirement reflects the importance of both the education of the complete person and for the love of learning.

Depth: Understanding a Field of Study (Major)

An educational experience should include a focus on, and an opportunity to pursue, a thorough investigation of at least one subject or problem. The depth requirement fosters a student's love of learning, and, because of the specialized nature of study, it encompasses the values of education for citizenship and for productivity. The depth of students' work should reflect a continuous use of skills, knowledge, and values, where the advanced learning experiences grow from and expand upon earlier ones. In sum, the curriculum seeks to place students at the front edge of their capacity to understand themselves and their world, to develop their intellectual powers, and to encourage them to make a constructive and humane contribution toward resolving problems. The curriculum is designed to provide a valuable educational experience within the tradition of liberal studies.

Letters and Science Degrees

The College of Letters and Science offers two basic degrees for students in the General Course and five other degrees for students in special programs. Students in the General Course, regardless of major, may earn either a Bachelor of Arts or a Bachelor of Science degree. The special degrees are: Bachelor of Science-Applied Mathematics, Engineering, and Physics (AMEP); Bachelor of Science-Chemistry; Bachelor of Arts-Journalism or Bachelor of Science-Journalism; Bachelor of Music; and Bachelor of Social Work. (For details, see sections for AMEP, Chemistry Course, Journalism, Music, and Social Work later in the L&S section of this catalog.)
Honors degrees may be earned in all of the above upon completion of the L&S Honors Program. See the section on the L&S Honors Program for more information. Majors completed in the General Course and for the Bachelor of Music degree will be posted on the transcript.

Milwaukee:

The General Education Requirements (also known as GER) provide structure to your education while giving you the freedom to design an individual academic program.

The **competency requirements** assure basic student competencies in English composition, mathematics, and foreign language. The GER mathematics and English composition requirements should be completed early in the academic career to ensure acquisition of critical skills for subsequent coursework. Many UWM schools/colleges require completion of the competencies prior to advancing to the professional portion of the major. Completion of the relevant competency is also a prerequisite for some intermediate and advanced courses.

The **distribution requirements** provide a broad body of knowledge in the arts, humanities, natural and social sciences as a foundation for specialization. You need to complete these requirements for graduation.

Oshkosh:

The General Education Program at the University of Wisconsin Oshkosh is designed to help all students learn to see, think about and understand human beings, human interactions, and human societies. The program prepares students to grow intellectually and to adapt to changes by suggesting how they might apply faculties of reason to come to a better understanding of their surroundings. The General Education Program helps students grow to be liberally educated persons capable of making reasoned decisions and establishes a common liberal arts based experience before the student engages in a specialized field of study.

Parkside:

The general education curriculum provides students with exposure to different disciplines and subject matter; it also provides a broad base for placing into context the concentrated and in-depth study for developing expertise in a major discipline. The curriculum consists of a minimum of 36 credits outside of the skills requirements, distributed across three distribution areas: Humanities and the Arts, Social and Behavioral, and Natural Sciences. A single course may be counted under one area only. Students are required to take 12 credit hours from each distribution area from at least three different departments/programs in each distribution area. Courses which meet the general education requirements are so designated in the course schedule each semester.

Platteville:

UW-Platteville's educational philosophy is rooted in four ideas: first, that students are capable of and responsible for making choices; second, that the quality of choice is largely dependent upon the nature and extent of their experience; third, that experience becomes more meaningful and constructive when it is informed by knowledge; and fourth, that while students need certain kinds of knowledge to practice their professions, they need other kinds of knowledge to become well-rounded and fulfilled.

The development of these latter kinds of knowledge is the essential purpose of a liberal arts education. Such an education empowers people to live thoughtful lives, frees them from ignorance, and awakens them to a universe much larger than their immediate environment and about a public realm that reaches far beyond their professional circle, local community, or nation. More specifically, this central part of education promotes the ability to think and communicate coherently, critically, and creatively about:

- the thoughts and actions of people from one's own culture, as well as from different cultures;
- the processes of nature, both animate and inanimate;
- the interrelations among people and between nature and humankind; and
- the possibilities for each person to enhance or detract from the goodness and beauty of life.

This philosophy of education is compatible with the opening statement of the Select Mission in which the University of Wisconsin-Platteville pledges itself to: *enable each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and a knowledgeable citizen.*

River Falls:

The purpose of the UW-RF General Education program is to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning.

The interdisciplinary foundation includes the ability to communicate effectively; to demonstrate knowledge of past and present human endeavor; apply scientific principles to the human and natural world; engage in multidisciplinary inquiry; and to evaluate individual responsibility to self, society, and the world.

To accomplish this mission there are five goals with one to three designators to each of the goals, with a certain number of credits attached. The goals are outlined below with the approved courses. The total number of credits needed to complete the general education program is 38.

Stout:

Each degree program at UW-Stout has a general education component. This component is designed to provide you with knowledge and skills in communication, analytical reasoning, health and physical education, humanities and the arts, social and behavioral sciences, natural sciences and technology.

The university also requires students to take courses to learn about the diverse cultures that make up the United States. With careful planning, some of the general education courses and ethnic studies courses may overlap. That is, you may take a course that meets both general education and ethnic studies requirements. While the credits you earn count once toward graduation, they may be used to satisfy requirements in these two areas.

The global perspective requirement for undergraduates stems from the goals of UW-Stout's distinctive mission and array of programs that combine theory, practice and experimentation.

Superior:

The intent of the General Education Program is to develop the individual student and to provide the foundation for future academic and career success. Students will develop skills on an intellectual and humanistic level that enhance their ability to develop a personal philosophy and to make informed choices. The General Education Program introduces students to an array of academic disciplines so as to gain knowledge of our diverse world and provides a collegiate experience that creates enthusiasm for learning.

General Education requirements are designed to supplement and complement students' chosen courses of study and to provide a common undergraduate experience. These courses are intended to take into account the background and needs of all students, to be broad in perspective, to demonstrate the relationship of the subject matter to other areas of knowledge, and to require students to write and to think critically. Students develop the full range of communication skills ranging from reading, writing, listening, speaking and problem solving to electronic information retrieval, synthesis, validation and presentation. This array of learning comprises the UW-Superior "Communication Across the Curriculum" program.

GOAL I: To gain knowledge and appreciation of the evolution of human cultures, social institutions and the natural world.

OBJECTIVES: A general education shall enable students to:

1. Understand and appreciate the diverse heritage of ideas, values, and their literary and artistic expressions in both Western and non-Western cultures.

2. Understand the major social, economic, cultural, and political forces at work in contemporary societies.

3. Develop greater awareness of the processes of visual, performing and literary creativity.

4. Understand the effects of human behavior on the natural environment.

5. Understand the guiding principles, intrinsic methodologies of inquiry, and applications of the various disciplines in the fine and applied arts, humanities, social sciences, natural and physical sciences, and mathematical and/or computer sciences.

6. Value and engage in learning, inquiry, and scholarship in order to function fully in today's and tomorrow's world.

7. Understand human behavior and its relationship to its cultural and social context.

GOAL II: To develop fundamental personal, interpersonal, and intellectual skills.

OBJECTIVES: A general education shall enable students to:

1. Read, speak, listen, problem solve, and write clearly, coherently, and effectively in one or more languages.

2. Reason mathematically, perform correct computations, and/or understand the use of computer systems to support such skills, including electronic information retrieval, synthesis, validation, and presentation.

3. Develop the abilities to think critically and logically, as well as creatively and intuitively, to analyze objectively, and subjectively (and to know the difference), to raise questions (hypotheses) and to develop methods of proof, and to synthesize and integrate ideas appropriately.

4. Become self-directed, independent learners and capable problem solvers who can work independently and cooperatively.

5. Consider the ethical and moral implications of what they have learned and weigh the responsible and appropriate responses to these implications.

6. Identify and analyze their own personal values and those of others and the merits of conflicting viewpoints and interpretations.

7. Identify the components of their own physiology, behavior, and thoughts that affect their physical and mental well-being and to make decisions based on that knowledge.

Whitewater:

GENERAL EDUCATION provides the skills and proficiencies necessary for success. It exposes students to a common core of knowledge from a diversity of viewpoints, and hones their thinking and communication skills to better enable them to apply knowledge to life. General Education is the foundation of all university degrees, giving breadth and balance to one's education and defining an educated person.

EDUCATION FOR THE PROFESSIONS is built upon this base. University graduates need to understand the reciprocal interaction for profession, society and their daily lives. Career opportunities now and in the future will require individuals who can actively respond to changing work environments, continue to learn and grow, and work cooperatively with people of diverse backgrounds.

EXPLORING the General Education courses offers a unique opportunity to experience a wide range of subject areas. The broad exposure provided by the General Education program helps students to make better informed career decisions in college and better equips them to respond to evolving personal aspirations and changing career opportunities.

"We can teach [students] how to be marketing people. We can teach them how to manage balance sheets. What is killing us is having to teach them to read and to compute and to communicate and to think"

Louis V. Gerstner, Jr. CEO IBM

Requirements

Communication and Calculation Skills
(12 credits or waivers):
English 101: Freshman Composition I
English 102: Freshman Composition II
Speech 110: Fundamentals of Speech
Math 141: Intermediate Algebra

Quantitative and Technical Reasoning (7-11 credits)
Selected from science, math and computer science courses from at least two different disciplines. At least one course must be a 4-5 credit laboratory science.

Culture Heritages (6 credits)
Core 900-110: The World of the Arts*
Core 900-390: The World of Ideas*

Communities (6 credits)
Core 900-130: The Individual and Society*
Core 900-120: The US Experience in the World Context* or
Core 900-140: Global Perspectives*

Personal Health and Fitness (1-2 credits)
Phys. Ed. 440-192: Personal Health and fitness 0-1 credit in elective HPRC courses

Breadth Electives (7-12 credits)
Select from courses in the arts, humanities, social sciences, ethnic studies, women studies and interdisciplinary courses. (No more than one course from a discipline may be counted in electives)

APPENDIX D
GENERAL EDUCATION SPEAKERS

- Julie A. Furst-Bowe, Provost at UW Stout, presented eloquently on general education assessment at the HLC Annual Meeting in 2007
- Arthur Levine, well recognized author in higher education
- Emily Johnson, UW-LaCrosse Director of General Education
- John Nichols, St. Joseph's College, Indiana (author of several articles about general education design)
- Derek Bok, former president of Harvard, led two comprehensive general education revisions there
- Lt. Gov. Barbara Lawton, a strong proponent of education, she spoke at our commencement a few years ago and was inspiring
- Paul Gaston, former provost at Kent State, he is a member of the faculty for both the AAC&U Institute on General Education and the Institute for Liberal Education at the University of North Carolina-Asheville, recommended by Carol Geary Schneider
- Howard N. Shapiro, Professor of Mechanical Engineering, and Michael T. Mendelson, Professor of English, Iowa State University: presented at 2005 AAC&U Annual Meeting - faculty and administration collaboration
- John M. Hauth, General Education Coordinator, and Kenneth W. Borland, Interim Provost and VIce President for Academic Affairs, East Stroudsburg University of Pennsylvania: presented at 2005 AAC&U Annual Meeting - the advantages of incremental change
- Andrea Leskes, Vice President for Education and Quality Initiatives, AAC&U
- Ann Ferren, Senior Fellow, AAC&U, Professor of Educational Studies, Radford
- Robert Shoenberg, independent consultant
- David Brakke, Dean, College of Science and Mathematics, James Madison, one of the examples of a process that didn't work
- Dr. Stephen Trainor, Dean of Undergraduate Studies at Salve Regina University. Presented at University of Michigan - Flint in August 2004 when they were beginning their study of the process they would follow

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[32] University of Delaware website: http://www.udel.edu/

[33] http://pathways.ugs.udel.edu/

[34] University of Southern California website: http://www.usc.edu/

[35] http://www.aacu.org/meetings/pdfs/Sancheztext.pdf

[36] http://www.usc.edu/academics/classes/term_20073/general_education_requirements/

[37] Wagner College website: http://www.wagner.edu/

[38] http://www.wagner.edu/wagner_plan/

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