

# **BOARD OF REGENTS**

## **EASTERN MICHIGAN UNIVERSITY**

### **RECOMMENDATION**

#### **GENERAL EDUCATION PROGRAM AND RELATED GRADUATION REQUIREMENTS**

#### **ACTION REQUESTED**

It is recommended that the Board of Regents approve the proposed new General Education Program and related graduation requirements entitled "Education for Participation in the Global Community."

#### **SUMMARY**

EMU's current General Education program was designed in the 1980s and implemented in 1990. In winter 2002, the General Education Reform Committee was charged with examining EMU's general education program. A comprehensive process was completed including sessions with various stakeholders, benchmarking and studying best practices, reviewing relevant research, involving expert consultants, and seeking comprehensive feedback and formal input from the campus community. The process culminated in the Faculty Council supporting in principle the new proposed General Education Program entitled "Education for Participation in the Global Community."

The proposed new General Education Program and related graduation requirements will become effective officially fall semester 2006. The General Education Program is an outcomes based curriculum focusing on five areas: (1) Effective Communication including one course in written composition and one course in oral communication, plus an upper-level writing intensive course connected to their major; (2) Quantitative Reasoning including one course or an equivalent in mathematical reasoning; (3) Perspectives on a Diverse World including one course on global awareness and one course on U.S. diversity; (4) Knowledge of the Disciplines including two courses in the Arts, two courses in the Humanities, two courses in the Natural Sciences with at least one including a laboratory or experiential component, and two courses in the Social Sciences; and (5) Learning Beyond the Classroom in which students complete approved activities or courses in two of six focus areas including (a) Self and Well-Being, (b) Community Service, Citizenship, and Leadership, (c) Cultural and Academic Activities and Events, (d) Career and Professional Development; (e) International and Multicultural Experience, and (f) Undergraduate Research.

The proposed program is far more responsive to transfer students by making it considerably easier for them to come to EMU. The program offers opportunities for curricular innovation such as interdisciplinary offerings, interest groups, learning communities and linked courses, and seminars and capstone courses. The curriculum acknowledges the educational value and importance of the co-curriculum and makes explicit the linkages between curricular and co-curricular activities.

## **FISCAL IMPLICATIONS**

The initial phase of implementation will cost approximately \$120,000 for FY05 and will be funded through reallocation within the current budget in Academic Affairs. Costs for future years will be incorporated in the annual budget building process.

## **ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer  
Provost and Vice President for Academic Affairs

Date

# **General Education Reform Committee Proposal**

## ***Education for Participation in the Global Community***

### **Executive Summary**

#### **Background**

Eastern Michigan University's current General Education program was designed in the 1980s and implemented in 1989-90. In Winter 2002, the General Education Reform Committee (GERC) was constituted and charged with examining EMU's general education program with regard to the following:

- Content and coherence of the program
- Flexibility of the program
- Credit hours
- Common experiences of students
- Ease of transfer
- Opportunities for integrating academic programs with other dimensions of student experience

#### **Process**

In the fall of 2002, the GERC conducted a SCOT (Strengths/Challenges/ Opportunities/Threats) analysis. Members of the committee met with:

- Every academic department on campus
- Faculty Council
- EMU AAUP
- Personnel from the Divisions of Student Affairs and Enrollment Services
- Community college counselors
- EMU students
- EMU alumni

The committee conducted extensive research on issues concerning general education. It also brought to campus nationally recognized experts on general education, including Zelda Gamson

and Carol Schnieder, and it analyzed the catalogues and web sites of numerous colleges and universities—some identified as possessing exemplary programs in general education, some recognized by the administration as peer institutions, and some recognized as competitors for EMU students. The list of these universities is attached to the proposal document.

Committee members also visited universities, attended professional conferences on general education, and heard testimony from campus programs and departments interested in general education instruction. The committee then formulated goals for the program and took them to the university community, holding a series of focus groups in the winter of 2003. In the spring, summer, and fall of 2003, the committee formulated and refined a proposal sensitive to the information collected.

During the winter semester of 2004, the GERC offered the proposal to the university community for consideration and commentary. The committee again visited every academic department and met with Faculty Council, the Student Leader Group, and representatives from the divisions of Enrollment Services and Student Affairs. The committee then held a series of meetings in the spring of 2004 focused on refining outcomes and other aspects of the proposed program. These meetings were attended by departmental representatives from across campus. In the summer and early fall of 2004, committee members revised the proposal in response to the input received from all of these campus groups.

The proposal has been enthusiastically endorsed by EMU's Student Leader Group.

The final proposal was submitted to EMU's Faculty Council during the fall semester of 2004. Faculty Council voted on and passed the proposal at its meeting on January 5, 2005.

## **Proposed Program**

The proposed general education program, *Education for Participation in the Global Community*, fulfills the charge given to the GERC.

### **Content and Coherence of the Program**

- The proposed program is outcomes-based: A set of outcomes is provided for all general education courses.
- The proposed program is intentional:
  - Outcomes will be reinforced through catalog copy, new-student orientation, explanations by faculty and advisors, and by other academic and student support services on campus.
  - The curriculum and its explanatory framework will be made explicit in the catalog and in presentations to students.

## **Flexibility of the Program**

- The emphasis on outcomes provides for innovative course development, faculty creativity, and a renewed focus on teaching and learning on our campus.
- Requirements in most proposal categories can be fulfilled through multiple courses/experiences.
- The proposed program offers opportunities for curricular innovation, such as interdisciplinary offerings; interest groups, learning communities and linked courses; themed/disciplinary seminars; capstone courses; and common experiences.

## **Credit Hours**

- Currently EMU undergraduates are required to complete 48 general education credits and a 2 credit university requirement in health and wellness.
- The proposed program requires 40 general education credits.

## **Common Experiences of Students**

- To better prepare students for academic life at EMU, they will be required to take “foundational” courses in writing, speech, and quantitative reasoning within their first 45 hours.
- Students will become better aware of global perspectives and issues relating to U.S. diversity through two required courses to be completed within their first 60 hours. Courses in global perspectives and U.S. diversity can be offered by any interested departments.
- The category “Knowledge of the Disciplines” will provide students with a balanced curriculum.
- An upper-level writing requirement in the major, as well as options emphasizing “Learning Beyond the Classroom,” provide general education throughout the college years.

## **Ease of Transfer**

- An outcomes-based general education program makes transferring into EMU considerably easier than the current program which requires specific courses.

- The proposed program is far more responsive to the spirit of the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement than the current program.

### **Opportunities for Integrating Academic Programs with Other Dimensions of Student Experience**

- The curriculum acknowledges the educational value and importance of the co-curriculum and makes explicit the linkages between curricular and co-curricular activities.
- The category “Learning Beyond the Classroom” provides students with a range of co-curricular opportunities.

### **Conclusion**

Basic Studies has served Eastern Michigan University well for the past fifteen years, but the time has come for a revision that is responsive to changing student needs and is sensitive to national trends in higher education. The General Education Reform Committee believes that *Education for Participation in the Global Community* will greatly improve the academic environment on our campus. It is a program responsive to EMU's institutional culture, taking into account our diverse student population and providing opportunities for curricular innovation. It offers faculty enormous flexibility to create and teach engaging new courses and it seeks to extend student learning beyond the classroom, encouraging students to become involved in the EMU community. *Education for Participation in the Global Community* has the potential to become the highlight of our students' undergraduate careers, providing an exciting introduction to university life.

# General Education – Old and New Program Comparison

Current Program: 2003-2005 Catalog

Proposed Program

Area	Credits	Category	Credits
<b><u>Symbolics &amp; Communication</u></b>	<b>14</b>	<b><u>Effective Communication</u></b>	<b>6</b>
Written Composition	3	Written Composition	3
Speech Communication	2	Oral Communication	3
Upper-Level Writing or Communication	3		
Mathematical Reasoning	3	In addition, students will complete a university requirement of a 3-credit Writing-Intensive course within their major.	
Computer Literacy	3		
<b><u>Science and Technology</u></b>	<b>10</b>	<b><u>Quantitative Reasoning</u></b>	<b>3</b>
Physical Science*	3	Quantitative Reasoning	3
Life Science*	3		
*Laboratory with either of above	1	<b><u>Knowledge of the Disciplines</u></b>	<b>25</b>
Science or Technology	3	Natural Sciences*	7
		*At least one course must include a laboratory or experiential component.	
<b><u>Social Science</u></b>	<b>12</b>	Social Sciences	6
U.S. Government	3	Arts	6
History	3	Humanities	6
Anthropology, Economics, Geology, etc.	3		
Second course in sequence	3	<b><u>Perspectives on a Diverse World</u></b>	<b>6</b>
<b><u>Arts and Humanities</u></b>	<b>12</b>	Global Awareness	3
Literature	3	U.S. Diversity	3
Second Literature	3		
Philosophy or Religion	3	<b><u>Learning Beyond the Classroom</u></b>	<b>0</b>
Art, Dance, Music, Theatre	3	(While it is not necessary to fulfill this requirement through credit-bearing coursework, it is possible to do so.)	
<b><u>Cross-Cultural</u></b>	<b>0</b>		
Cross-Cultural Course	0		
<b><u>Graduation Requirement</u></b>	<b>2</b>		
PEGN 210	2		
<b><u>Total Hours</u></b>	<b>50+</b>	<b><u>Total hours</u></b>	<b>40</b>

# **Education for Participation in the Global Community**



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#### **Attachment "B" - Colleges and Universities Studied**

## **Rationale and Program Outline**

General education is the core of an undergraduate education. It is general in that it provides students with a comprehensive educational experience and prepares them for study within their majors. General education teaches students to think critically and to communicate effectively; it provides an introduction to the methodologies and practices of the foundational academic disciplines; and it promotes intellectual curiosity and a love of learning.

The current General Education program at EMU has many strengths, including breadth of course offerings and some flexibility. However, the world and our disciplines have changed, and it is time for us to step back and reflect on what we offer students generally and what we offer them in our disciplines. Our personal and professional lives have been transformed by changes in a world that is increasingly interconnected. These changes give rise to both theoretical and practical reasons for emphasizing diversity and learning in a global context.

This program responds to the 1998 Basic Studies Task Force recommendation that the General Education program have a stronger explanatory framework to enable students, faculty, and staff to understand the rationale for General Education generally, and to understand better each segment of the program and each course in each segment of the program. This framework should appear in the Undergraduate Catalogue and inform academic advising. At each level, the explanation and justification for General Education should be reiterated, down to individual course syllabi. In response to these various concerns, we have sought in revising General Education to make the program much more explicit and intentional.

We propose the following program structure, which is organized into five main categories:

### **1. Effective Communication**

Individuals need to be able to communicate effectively for their own advancement and for their engagement with the world. They need to be able to read, understand, and critique information. They need to communicate their expertise to others within their own culture and across cultures, and they need to understand the different contexts for communication. Living in a diverse world makes it more important for individuals to be proficient at managing and delivering information.

### **2. Quantitative Reasoning**

Quantitative reasoning is much more than simply performing mathematical operations. It involves analyzing, critiquing, and evaluating quantitative information in order to make informed decisions. Quantitative reasoning skills are required in almost every major and professional program, and they also carry over into personal and professional life.

### **3. Perspectives on a Diverse World**

Knowledge of diversity and global issues is vast and complex. Therefore, it is not possible to provide the complete education in this area that our students truly need. However, we can provide courses that introduce them to issues and perspectives in these areas, and that provide them with conceptual skills for future learning. Our hope is that majors and professional programs will also address the outcomes we have written for this portion of the program.

#### **4. Knowledge of the Disciplines**

Knowledge of the foundational disciplines is still the core of General Education. General Education courses explicitly articulate the procedures, practices, methodologies, and fundamental assumptions of disciplines and interdisciplinary fields. While it is not possible for students to take courses in every discipline, we believe it is important for them to learn the methodologies and practices of a broad sampling of the Arts, Humanities, Natural Sciences, and Social Sciences.

#### **5. Learning Beyond the Classroom**

Learning takes place in many different contexts. Students should be encouraged to take advantage of opportunities for experiential learning beyond the classroom. This requirement may be met by intellectual and artistic opportunities provided by the university and by internships, practicums, and co-ops associated with majors and degree programs.

### **Additional Expectations**

#### **1. Computer Skills**

Computer skills are important to students' success in the classroom and in the workforce. We are recommending that the university provide a venue where students will have the opportunity to address deficiencies in computer skills through self-paced units and/or workshops.

#### **2. Critical Inquiry**

Critical inquiry is the ability to analyze complex issues, collect relevant data, and interpret and synthesize information in a variety of forms. This ability is foundational for all disciplines; therefore, our expectation is that all General Education courses will incorporate critical inquiry so that students will learn processes and techniques for analyzing information.

#### **3. Interdisciplinarity**

Our intention is for the revised General Education program to promote innovation in pedagogy. This includes creation of interdisciplinary courses, especially for the *Perspectives on a Diverse World* portion of the program. It is our expectation that the university will provide support for the creation and administration of interdisciplinary courses, as well as other pedagogical innovations.

## The Program

### 1. Effective Communication

The Effective Communication requirement is met by two General Education courses (6 credits) or equivalents as follows:

1. One required course in written composition
2. One required course in oral communication

In addition, as a University requirement, all students must complete an upper-level Writing-Intensive course (300/400 level) connected to their major (3 credits or equivalent). [Students in majors without a Writing-Intensive course may take any 300/400 level course designated Writing-Intensive (WI), as specified by their major department. Students may also satisfy this requirement through writing-intensive laboratory courses, but they must have at least three credit hours of such course work to fulfill the requirement.] These courses should be capped at 25 students.

*Students should take their written composition and oral communication courses within their first year, and must take these courses before completing 45 credit hours.*

#### **a. Outcomes for Courses in the Effective Communication Category:**

##### **Outcomes for the written composition course<sup>r</sup>**

In the written composition course, students will...

- Become aware of the expectations of different audiences.
- Demonstrate the ability to make explicit choices about the form and content of their writing.
- Understand multiple modes of inquiry and demonstrate the ability to incorporate significant research into writing that engages a question and/or topic.
- Understand that writing takes place through recurring processes of invention, revision, and editing and develop successful, flexible strategies for their own writing through these processes.
- Use conventions associated with standard written English.
- Use academic citation systems (MLA or APA) for documenting work.
- Use a computer to construct sequential drafts of writing projects.
- Acquire the ability to locate and critically assess sources available online.

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<sup>r</sup> The entire general education curriculum that is proposed is outcomes-based. Outcomes are listed in every section of this document. Individual outcomes may be satisfied to varying degrees; however, all outcomes listed in the categories should be addressed by all courses proposed for those categories.

### **Outcomes for the oral communication course**

In the oral communication course, students will...

- Research, plan, prepare, adapt, and deliver oral messages that clearly and succinctly communicate information to public audiences.
- Critically evaluate and respond to arguments made by others.
- Use appropriate evidence and/or ethical oral communication strategies to persuade and/or influence public audiences.
- Develop the ability to analyze critically and evaluate a public (oral) communication.
- Learn to use language appropriate to different audiences and occasions.

### **Outcomes for the upper-level writing-intensive course in the major**

In the upper-level writing-intensive courses in the major, students will...

- Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.
- Use writing strategies that achieve the purposes(s) for writing and address the expectations of audience(s) within a disciplinary context.
- Formulate research questions and employ strategies for researching and responding to those questions.
- Use discipline-specific genres to communicate information.
- Understand conventions for communicating, disseminating, and interpreting information within a discipline.

### **b. Waivers**

Students can waive the required English composition course for general education if they have an English ACT score of 29 or higher, or a Verbal SAT score of 640 or higher.

Students with a strong previous preparation in speech may seek approval for a waiver of this requirement from the Department of Communication and Theatre Arts. Such waivers are granted on an individual basis.

If a student waives either of these requirements, their general education requirement is reduced by three credits.

## **2. Quantitative Reasoning**

The Quantitative Reasoning requirement is met by one General Education course (3 credits) or equivalent.

*Students should fulfill the Quantitative Reasoning requirement in their first year, and must take this course before they complete 45 credit hours.*

### **a. Outcomes for Courses in the Quantitative Reasoning Category (QR Courses):**

In Quantitative Reasoning courses, students will learn to solve real-life problems using a mathematical modeling process. They will learn to...

- Identify an appropriate model.
- Identify and discuss assumptions.
- Collect or generate appropriate data.
- Analyze a situation using arithmetic, geometric, algebraic, and probabilistic or statistical methods.
- Estimate answers.
- Propose and evaluate solutions.
- Predict outcomes in other situations based on what they have learned from their analysis.
- Understand and communicate quantitative relationships using symbols, equations, graphs, and tables.
- Share their findings in oral and written reports using appropriate mathematical language.
- Write summaries to explain how they reached their conclusions.
- Draw inferences from a model.
- Discuss the limitations of the model.

### **b. Placement**

Students will meet the Quantitative Reasoning requirement according to the table below:

<i>ACT Score</i>	<i>EMU Course</i>
Less than 19	MATH 097/098 (or test) in preparation for MATH110
Between 19 and 22	MATH 110
Between 23 and 27	Any course designated "QR"*
28 or higher	No Quantitative Reasoning course required for General Education

\*"QR" courses are courses that meet the outcomes above and that are accepted as fulfilling the Quantitative Reasoning requirement. These courses may be offered by various departments and will be listed in the course schedule book with a "QR" designation.

Students who have not submitted mathematics ACT or SAT scores should complete the Mathematics Placement Test to determine how they shall satisfy the QR requirement.

### **3. Perspectives on a Diverse World**

The Perspectives on a Diverse World requirement is met by two General Education courses (6 credits) or equivalent as follows:

1. One course focused on Global Awareness
2. One course focused on U.S. Diversity

These courses may be offered by any of the disciplines. All departments and programs are encouraged to explore course possibilities within this category. Perspectives on a Diverse World also provides unique opportunities for interdisciplinary courses, allowing for faculty cooperation across departments and programs, and even across colleges.

*Students must take both the Global Awareness and the U.S. Diversity courses before completing 60 credit hours.* Courses applicable to the categories Global Awareness and U.S. Diversity may be cross-listed as courses within the disciplines. Students may not, however, double-count courses for both requirements.

#### **a. Outcomes for the Global Awareness Course**

In the Global Awareness course, students will...

- Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.
- Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.

- Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.
- Explore the causes and consequences of social, cultural, and racial intolerance in the world.
- Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

#### **b. Outcomes for the U.S. Diversity Course**

In the U.S. Diversity course, students will...

- Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.
- Explore the causes and consequences of social intolerance in the U.S.
- Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.
- Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.
- Develop an awareness of alternative values, views, and communication styles in the U.S.

#### **c. Transfer**

If transferring fewer than 30 credits, students must take courses in both Global Awareness and U.S. Diversity. If transferring 30 credits or more, students must complete one course in either category. Transfer courses that meet the spirit of the outcomes will be accepted.

### **4. Knowledge of the Disciplines**

The Knowledge of the Disciplines requirement is met by two courses in the Arts (6 credits); two courses in the Humanities (6 credits); two courses in the Natural Sciences (7 credits); and two courses in the Social Sciences (6 credits) [total of 25 credits].

Note: The two courses students select in each category must be in different disciplines. Also, students cannot take more than one course with the same prefix.

#### **a. General Outcomes for Knowledge of the Disciplines**

In Knowledge of the Disciplines courses, students will...

- Acquire introductory knowledge about the discipline.
- Develop questions for inquiry that reflect an understanding of the discipline(s) in which they are asked.
- Learn how knowledge is developed and disseminated in particular disciplines.



## **b. Outcomes for Arts Courses**

In the Arts courses, students will...

- Acquire basic knowledge and skills in the use of the vocabularies, materials, tools, techniques, and intellectual methods in an arts discipline.
- Examine the relationship between creative and critical thinking.
- Learn the relationship between content and form.
- Begin to understand historical development in an arts discipline.
- Develop ability to evaluate work in an arts discipline.
- Learn to define and solve artistic problems.

## **c. Outcomes for Humanities Courses**

In Humanities courses, students will...

- Recognize how the humanities cultivate aesthetic appreciation, imagination, and empathic understanding of others.
- Demonstrate basic competency in reading and understanding literary, philosophical, or religious works both in their original historical context and as they inform debate and dialogue today.
- Analyze and write about literary, philosophical, or religious works.
- Demonstrate basic knowledge of the history of literary works, or religious or philosophical ideas.
- Become familiar with the discursive practices particular to the study of the humanities.
- Begin to recognize how society influences humanistic thought and how the humanities transform society.
- Become practiced in the interpretation and generation of ideas.

In Foreign Language courses, students will...

- Communicate at a basic functional level in a language other than their own native language.
- Demonstrate a basic understanding of the relationship between culture and language.
- Use basic forms and structures of a language in communicating in that language.

## **d. Outcomes for Natural Sciences Courses**

In Natural Science courses, students will...

Apply the scientific method and its assumptions to pose and answer questions...

- Make observations, develop appropriate classifications, and infer trends.
- Gather original data to verify the validity and reliability of accepted scientific principles.
- Analyze and solve a scientific problem by drawing conclusions based on original data gathered using appropriate experimental techniques.
- Use the processes and methods of science to demonstrate how reproducible experimental observations give rise to fundamental laws and theories.
- Demonstrate an understanding of the ways in which theories may evolve with time.
- Analyze and solve problems by identifying and utilizing appropriate data and methodology.

Attain a basic knowledge of current scientific understanding of the universe and the laws that govern it...

- Demonstrate a core knowledge base of facts and information.
- Demonstrate a working knowledge of the hierarchical structure of natural science.

Become a scientifically literate citizen...

- Acquire and apply an appropriate technical vocabulary.
- Interpret, analyze, and critically evaluate data and reports in the media relating to the natural sciences.
- Engage in informed discussions about the validity of the conclusions from reports in the media relating to the natural sciences.
- Employ available resources to find relevant scientific or technical information.
- Make informed decisions about scientific issues in daily life.

#### **e. Outcomes for Social Sciences Courses**

In Social Science courses, students will...

- Acquire an understanding of social science methods and of how they are used to engage in the systematic study of society and culture.
- Understand and compare formal and informal social and political structures, organizations, and institutions.
- Explore and understand power relationships and the impact of social change on different groups and on society in general.
- Develop an appreciation of different interpretations of contemporary issues, institutions, or structures.

- Use social science methods and content to interpret and analyze data and reports in the media and to make informed decisions regarding local, national, and international issues.
- Use basic social scientific research techniques to examine and present information in a clear and concise manner.
- Understand the relation between qualitative and quantitative research.

## **5. Learning Beyond the Classroom**

The Learning Beyond the Classroom requirement is met when students have satisfied two of the six focus areas below. These activities may or may not be credit-bearing.

### **a. Self and Well-Being**

This area focuses on the interconnectedness of the physical, mental and emotional well-being of the whole person.

Students who complete experiences in this area will...

- Learn to achieve a balance between education, work, and leisure.
- Choose behaviors and environments that promote health and reduce risk.
- Develop skills and habits that aid in future life and career pursuits.

This area may be satisfied by courses, or it can be satisfied by participating in a coached sport, by participating in the EMU Marching Band, or by participating in Military Science activities.

### **b. Community Service, Citizenship, and Leadership**

This area stresses involvement in and outreach to the community (construed as the EMU community and/or the wider community) for the benefit of both the student and the community. The activity must be sponsored by EMU.

Students who complete experiences in this area will...

- Participate in the development, maintenance, and/or change of community standards and norms.
- Participate in service/volunteer activities.
- Develop leadership skills.
- Develop skills and habits that aid in future life and career pursuits.
- Develop and practice empathy for others.
- Acquire skills for working cooperatively with others.

This area may be satisfied by a course designated as a service-learning course. It may also be satisfied by attendance at a week-long intensive experience such as LeaderShape, Alternative Spring Break, or the Student Volunteerism Conference.

This area may also be satisfied by participation on the executive board of a student organization or by consistent community service with a campus-based student

organization. It may also be satisfied by work as a supplemental instructor for at least one semester.

### **c. Cultural and Academic Activities and Events**

This area stresses involvement and participation in campus activities with a cultural or academic focus, including activities such as concerts, lectures, performances, and exhibits.

Students who complete experiences in this area will...

- Understand and appreciate the relationship between curricular and co-curricular activities.
- Experience and feel part of the campus community.
- Appreciate campus activities and events that broaden their academic experiences.

This area may be satisfied by courses in which students are asked to attend at least four campus cultural or academic events.

This area may also be satisfied by attendance at eight cultural or academic events sponsored by the university over the course of two semesters, or by participating in the production of an arts or entertainment event.

### **d. Career and Professional Development**

This area stresses strategies for making career and professional choices.

Students who complete experiences in this area will...

- Consider their careers and futures as professionals in reference to what they have achieved already, what they are doing currently, and what their interests and goals are.
- Explore various career and professional opportunities through structured channels.

This area may be satisfied by involvement in a structured career exploration experience such as an internship or co-op. It may also be satisfied by taking a career development course or by significant, documented involvement with a professional organization (e.g., as an officer or volunteer).

### **e. International and Multicultural Experience**

This area stresses the appreciation for cultures within and outside of the United States.

Students who have international experiences in this area will...

- Appreciate cultures outside of the U.S.
- Understand how different cultures approach social problems.
- Acquire the perspective of a cultural minority.
- Acquire the skills necessary to function in another culture.

Students who have multicultural experiences in this area will...

- Understand and appreciate cultures within the U.S.
- Appreciate various forms of cultural expression.
- Communicate effectively across cultures within the U.S.

This area may be satisfied by a study abroad experience, by an alternative spring break outside the United States, or by significant, documented participation in the planning and implementation of a major international or multicultural event.

For students who have taken a course in a foreign language to fulfill the Humanities requirement, this area may also be satisfied by completing a second course in that foreign language. Alternately, a student may fulfill this requirement by taking a first course in a foreign language; however, the same course cannot be counted for both this category and the Humanities requirement.

#### **f. Undergraduate Research**

This area stresses the development of research and critical thinking skills and the ability to carry out learning projects either independently or under the direction of a faculty member.

Students who have experiences in this area will...

- Learn to carry out self-directed or independent learning projects.
- Collaborate with or be mentored by a faculty member.
- Appreciate the value of learning for self-understanding and actualization.
- Appreciate the value of intellectual and critical engagement with local and global issues.

This area may be satisfied by a guided independent study.

Desired outcomes for such research experiences are for students to publish their work or to present it at the Undergraduate Symposium or at a regional, national, or international conference.

#### **g. Transfer**

If transferring 30 credits or more, students may transfer one course aligned with this section's outcomes. If transferring fewer than 30 credits, then the student must meet the requirements of two areas.

## **Attachment “A” – General Education Reform Committee Roster**

**Martin Shichtman** ..... Chair; English Language and Literature

**Ann Blakeslee** ..... English Language and Literature, also representing  
Undergraduate Studies

**Ellene Tratras Contis** ..... Academic Affairs

**Margaret Crouch** ..... History and Philosophy

**Crissie Frye** ..... Management

**Kurt Lauckner** ..... Computer Science

**Thomas McDole** ..... Business and Technology Education

**Glenna Frank Miller** ..... McKenny Union and Campus Life

**Maria Milletti** ..... Chemistry

**Gersham Nelson** ..... History and Philosophy

**Olga Nelson** ..... Teacher Education

**Linda Pritchard** ..... College of Arts and Sciences

**Daniel Ray** ..... School of Technology Studies

**Barbara Richardson** ..... Sociology, Anthropology, Criminology

**Linda Shirato** ..... Learning Resources – Halle Library

**Patricia Williams** ..... Academic Advising

**Marjorie Ziefert** ..... Social Work

**Akosua Slough** ..... Recording Secretary; Provost’s Office

## **Attachment “B” – Colleges and Universities Studied**

Ball State University  
Bowling Green State University  
California State University-Los Angeles  
California State University-Sacramento  
Central Michigan University  
Duke University  
Fairleigh Dickinson University  
Florida Atlantic University  
George Mason University  
Grand Valley State University  
Illinois State University  
IUPUI  
Kent State University  
Miami University (Ohio)  
Michigan State University  
Middle Tennessee State University  
Northeastern University  
Oakland University  
Old Dominion University  
Portland State University  
San Francisco State University  
San Jose State University  
Southwest Texas State University  
State University of New York at Buffalo  
Temple University  
University of Akron-Main Campus  
University of Delaware  
University of Michigan  
University of Nebraska-Lincoln  
University of Nevada-Las Vegas  
University of Southern California  
University of Texas-San Antonio  
University of Toledo  
University of Wisconsin-Milwaukee  
Wayne State University  
Western Michigan University