

INTRODUCTION

OVERVIEW

In the fall of 1988 Miami's liberal education project entered a fourth year. During 1985-86 University Council established a multi-year and broad-based consideration of liberal learning at Miami and ways to improve it. Throughout 1986-87 Miami debated the purposes of liberal education and in April, 1987, University Council adopted a formal Statement of Principles that was framed by the University Liberal Education Forum out of that debate. During 1987-88 Miami evaluated program structures in regard to these principles.

DISCUSSIONS DURING 1987-1988

During spring semester, assisted by a grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education, Forum members met extensively with departments, programs, divisions, branch campuses, faculty and student affairs groups, as well as student leaders, students and administrators to review a discussion paper on implementing a university liberal education program. This 54-page paper, which brought together many ideas from public discussions during the fall of 1987, suggested alternate approaches to curriculum and courses within two broad models and advocated writing and discussion throughout the curriculum, improvements in academic advising and student intellectual culture, and ways to support faculty development. It reviewed co-curricular life, key resources supporting liberal learning, distinct interests of branch campuses, and approaches for estimating program costs. The initiation, rationale and history of the reform project were reviewed along with the structure of four different liberal education curricula now operating at Miami, recently-strengthened admissions standards, the use of University Requirement courses for major or certification requirements, and the number of credit hours assigned by each department or program to the major or related hours.

Between February and May, Forum members participated in seventy-two recorded meetings with faculty and students in all academic divisions on the Oxford, Hamilton, and Middletown campuses. Attendance was strong and the tone of discussions predominantly thoughtful, critical, and analytic. By August 1, 1998, fifty-six individuals or groups had provided 169 pages of their own written commentary, as well as offprints of many published items about liberal education. The attitude of this material was constructive and detailed analyzing Forum's suggestions, explaining the writer's current practice or hopes, indicating boundary conditions they feel should be maintained, and often expressing pertinent anxiety about the effects of uncertain change or reasonable skepticism about Miami's ability to deliver on the promise of vivid rhetoric.

Forum subcommittees worked through the summer reconsidering the overall concept and details of a university program. Responses to the discussion paper were analyzed in detail and summarized in a memorandum to all faculty and staff August 10. On September 1, a Draft Miami Plan for Liberal Education was published; it was greatly influenced by Miami's responses last year.

1988-1989 DELIBERATIONS AND THE AMENDING PROCESS

After publishing the draft plan Forum held three public meetings to explain the plan's rationale and to receive commentary – on September 6, September 20, and September 23. More than 200 faculty and students took part in these meetings and many then wrote comments or proposals to change the draft. Forum made revisions, then submitted the plan to University Senate and published it in the *Miami Report* on October 1. Senate discussed the plan with Forum members on October 17, 24, and 31. On November 7, Senate took straw votes on 37 questions about the Miami Plan to indicate directions of Senate thinking. Forum then deliberated again, developed nine amendments to the plan, and sent a revised version to Senate November 15. On November 28, December 5, January 9, 17, 23, 30 and February 6, Senate deliberated the Miami Plan, considered numerous possible amendments, and adopted eight changes in the plan. On February 27 University Senate formally adopted the Miami Plan by a vote of 44 in favor, 9 against, and 4 abstaining. Subsequently a referendum petition signed by at least 10% of the membership of Faculty Assembly asked “Shall the Miami Plan for Liberal Education as adopted by the University Senate on February 27, 1989, be rejected?” A secret ballot vote by mail was then taken. Faculty Assembly voted 292 for the referendum petition and 305 against. On May 1, 1989, the University Secretary informed Faculty Assembly that the action of University Senate approving the Miami Plan was sustained.

THE ROLE OF MIAMI'S 1987 STATEMENT OF PRINCIPLES IN THE MIAMI PLAN

In forum deliberations during 1987-88 and important shift in thinking about Miami's statement of Principles occurred. When the discussion paper appeared a year ago the dominant view was that Miami's principles could be used rather precisely to prescribe approaches to the content of liberal education courses and that a new curriculum design for liberal education should flow directly from exact wording in Miami's principles statement. That view changed.

We now regard Miami's principles as a statement of desirable educational outcomes or goals rather than exact directives for curriculum or course design. This does not mean that the significance of Miami's goals is diminished, but it does mean that faculty groups, programs, Departments, and divisions will have the major responsibility for showing how their course and curriculum plans are well-suited to achieving these goals. Consequently, the Miami Plan values the flexibility to express diverse needs and interests through course content and curricular approach, while requiring those who propose to teach liberal education to indicate how their approach meets Miami's goals, and to make a plan for reviewing the educational results. This strategy for curriculum and course development adapts the one used by Ohio Selective Excellence programs for continuing renewal of liberal education across the university.

THE FUNDAMENTAL PURPOSE OF THE MIAMI PLAN

The Miami Plan is an integrated institutional approach meant to enable, facilitate, support and encourage faculty and students in their desire to contribute to and improve liberal learning in a continuing, evolutionary way.

We emphasize the enabling nature of this approach. In four full years of public discussion many faculty have desired opportunities to explore new ideas and new teaching with Miami's increasingly-talented students through a university-wide program. We have also heard from many students who hope faculty will challenge them to the highest levels of achievement in liberal education as well as in their chosen fields of specialization.

We have heard that the overall state of liberal education is good at Miami and we agree. The basic intention of this reform is not to focus on what is wrong, but on what might become better. We believe that establishing an institution-wide approach broad in inclusiveness, analytic and critical in application of our formal standards, yet supportive and facilitating in fundamental intent is the right step for Miami at this time.

To take this step we recommend:

- Undertaking liberal education efforts across the university within the framework of Miami's Statement of Principles;
- Offering support and incentives for building intellectual community among faculty, among students, and among faculty-student groups;
- Creating a flexible approach to curriculum that includes a lead university model and an invitation for academic divisions to propose amendments to the lead model or other curricula that better meet their goals and address Miami's principles in a distinctive way;
- Establishing coordinated planning and support for continuing developments in liberal education across the university, through a University Liberal Education Council with appropriate administrative support.

THE LEAD CURRICULUM MODEL AND THE ENCOURAGEMENT OF OTHER MODELS

The Miami Plan offers a lead curriculum model that we believe can be adapted to most of Miami's diverse undergraduate programs and will improve upon what is now expected for liberal education by the University Requirement.

The lead curriculum model is not meant to be the only curriculum model at Miami. We now have at least four liberal education curricula operating cooperatively on our campuses at differing scales – the University Requirement, the Arts and Science Liberal Education Requirement, the Western College Program Core Curriculum, and University Honors Program Seminars. Coordination among many diverse majors and these curricula is now a matter of ongoing adjustment, as it would be with the lead model and alternates. The lead curriculum model is meant to suggest minimum university-wide requirements; programs, departments or divisions may wish to add additional requirements that are appropriate to their educational goals.

We have chosen the term “lead model” for the curriculum outlined within the Miami Plan to suggest that amendments to this model, and other models, would be considered. The University

Liberal Education Council would work with faculty groups through academic divisions to consider approaches that modify the lead curriculum model. Council should be receptive to modification so long as the proposed plan shows good promise of meeting goals of Miami's Statement of Principles in a distinctive way.

This approach is central to the intent of evolutionary planning and provides for long-term support of faculty and student initiatives. It can also provide a flexibility desired by Miami's most specialized undergraduate programs.

STRUCTURE OF THE LEAD MODEL: FOUNDATION, FIELD FOCUS

The lead model assumes that approximately one-third of total credit hours in the baccalaureate degree should be devoted to liberal education goals, whatever additional educational goals the courses in this one-third may also meet. It assumes that the content of approximately two-thirds of the baccalaureate degree should be chosen by the student in various areas of specialization – requirements of the division where the student enrolls, requirements of the major and related hours, requirement of any minors and electives chosen.

The lead model divides liberal education coursework into two parts: (1) Foundation courses meant to introduce thinking critically and understanding contexts, as described by Miami's principles, in diverse fields; (2) an advanced Focus on liberal learning that consists of nine hours taken above the introductory level in a liberal education sequence, to provide study in depth outside the major, plus a liberal education capstone experience. The Focus dimension of liberal education coursework should include opportunities through liberal learning for reflection, informed action, thoughtful decisions, personal moral commitment, ethical understanding, and civic participation.

The key to effectiveness for the lead curriculum is the inseparability of its three parts. Foundation courses should provide entry to both specialized studies in the student's chosen field and to an advanced Focus in liberal learning – sequential work in depth outside the major and a capstone experience. Many programs, departments, divisions, or faculty groups crossing usual boundaries of academic organization should be able to teach liberal education courses in either Foundation or Focus, or in both, while continuing to offer work for specialized fields. We also believe that some offerings can be designed to simultaneously meet liberal education and specialized goals.

CREDIT-HOUR COMPARISON OF THE LEAD MODEL AND THE UNIVERSITY REQUIREMENT

Within a 128-hour curriculum model, Miami's University Requirement, adopted in 1969, requires forty-eight to fifty-four credits:

- Eighteen to twenty-four hours taken in a distribution: six hours in English composition unless waived; six hours in humanities; six hours in natural science (biological and physical); six hours in social science;
- Eighteen hours outside the division of the major;
- Twelve hours of free electives.

Academic divisions may add to these requirements.

The lead curriculum model of the Miami Plan requires forty-eight credits in a pattern of introductory and advanced liberal education work:

- Thirty-six hours taken from Foundation courses: six credits in English composition unless waived; nine hours in fine arts and humanities, subdivided as three hours fine arts and six hours humanities; nine hours in social science and world cultures; nine hours in natural science (biological and physical, with a laboratory); three hours in either mathematics, formal reasoning or technology;
- Twelve hours of advanced liberal education Focus: nine hours of thematic and sequential study in depth outside the department of major; three hours of capstone experience in the senior year.

Academic division may add to these requirements as they wish. The lead curriculum model reserves a minimum of eighty hours of coursework in the student's chosen Field: for the major, related hours, minors and electives. If English composition is waived, up to eighty-six hours are reserved. Assignment of hours within the Field would be determined by academic divisions, departments, and programs.

Any liberal education course could count for both Foundation and Field requirements, or for both Focus and Field requirements; one course can be counted for both Foundation and Focus. All courses offered for liberal education would be approved by the University Liberal Education Council as well as by divisional and university procedures.

HOW WILL THE MIAMI PLAN IMPROVE LIBERAL EDUCATION?

- The Miami Plan ties implementation of liberal education programs to Miami's 1987 statement of principles in a direct way through the initiative of programs, departments, faculty groups and divisions who consciously show how they conceptualize and carry out their work according to those principles.
- The Miami Plan shifts emphasis from the gatekeeper functions of the present University Requirement Committee toward support for improving teaching and learning effectiveness – as exemplified by the Committee on the Improvement of Instruction.
- The Miami Plan establishes in the University Liberal Education Council a means to achieve active faculty responsibility for influencing the direction and long-term development of liberal education on a university-wide basis, with student advice and administrative support.
- The Miami Plan offers financial incentives for planning toward improvements in liberal education coursework, provides incentives to build faculty and student intellectual culture, and provides for coordinated experiences for students in their first year.
- The Miami Plan substitutes for the present distribution-plus-elective system of the University Requirement a pattern of introductory and advanced coursework in liberal education that parallels the student's study in a specialized field, introduces work in depth outside the major, and culminates in a capstone experience during the senior year.
- The Miami Plan places emphasis on foundation learning experiences that especially distinguish liberal education – fine arts, multicultural and historical perspectives, laboratory work, mathematics, formal reasoning and understandings of world cultures and technology – in addition to English composition, humanities, natural science and social science.
- The Miami Plan provides opportunities for all of Miami's academic divisions to teach liberal education in some part of the lead curriculum model, and invites proposals to amend that model or replace it with a distinctive program oriented to both Miami's principles and special goals.
- The Miami Plan provides for long-term, gradual, and evolutionary implementation of change, by using a combination of features that currently exist along with new ones that may be tested as pilot projects with support of the University Liberal Education Council.

PREAMBLE TO THE MIAMI PLAN FOR LIBERAL EDUCATION

Miami's 1987 Statement of Principles on liberal education describes educational outcomes. The 1988 Miami Plan for Liberal Education is a comprehensive and specific set of institutional commitments aimed at achieving these.

Miami's Statement of Principles is a point of reference for considering the effects of combining liberal education with specialized study during the full baccalaureate experience, including its co-curricular aspects. The principles do not prescribe a uniform curriculum for all parts of the university.

The Miami Plan is committed to evolutionary curricular change. It recognizes the presence of teaching excellence at Miami, supports the faculty's commitment to improving current pedagogical practices and trying out new ones, and encourages innovation and pilot projects having results that can be assessed. It aims to improve the environment where learning takes place and to aid students in advancing the intellectual quality of co-curricular life.

The Miami Plan values diverse academic experiences within a comprehensive university. Responsibility for implementing the Miami Plan for Liberal Education is shared by academic divisions, departments, programs and the University Liberal Education Council. Faculty and student responsibility for continuing development of liberal education is highly valued.

THE MIAMI PLAN FOR LIBERAL EDUCATION:
A CONCEPTUAL OUTLINE

I. EDUCATIONAL PRINCIPLES

- evaluate Miami's efforts by the 1987 Statement of Principles

II. INTELLECTUAL COMMUNITY

EFFECTIVE TEACHING AND LEARNING

- support faculty development
- nurture a self-reflective approach to assessing student learning
- encourage appropriate research on teaching effectiveness

STUDENT INTELLECTUAL CULTURE

- work toward coordinated educational experiences for new students
- improve liberal education advising
- provide at least one seminar in the student's first year
- encourage co-curricular academic events

III. FLEXIBLE CURRICULUM – LEAD MODEL OF 128 CREDIT HOURS

FOUNDATION: INTELLECTUAL CONCEPTS (36-30 HOURS)*

Group 1 – English Composition (0-6 hours depending on waiver)

Group 2 – Fine arts, Humanities (9 hours)

- a. Fine Arts (minimum 3 hours)
- b. Humanities (minimum 6 hours)

Group 3 – Social Science, World Cultures (9 hours)

- a. Social Science (minimum 3 hours)
- b. World Cultures (minimum 3 hours)

Group 4 – Natural Science (9 hours including 1 laboratory course)

- a. Biological Science (minimum 3 hours)
- b. Physical Science (minimum 3 hours)

Group 5 – Mathematics, Formal Reasoning, Technology (minimum 3 hours)

- a. Mathematics (optional 3 hours)
- b. Formal Reasoning (optional 3 hours)
- c. Technology (optional 3 hours)

One course in multicultural & one in historical perspective required.

FIELD: SPECIALIZATIONS (80-86 hours)

- divisional requirement (subjects and hours set by school, college)
- major and related hours (maximum 86 if waivers and division allow)
- minors and electives (options to combine with many majors)

FOCUS: ADVANCED LIBERAL LEARNING (12 hours)

- liberal education thematic sequence (minimum 9 hours)
- liberal education senior capstone (minimum 3 hours)

*See Appendix A for current requirements

SUMMARY OF KEY GUIDELINES FOR LEAD CURRICULUM MODEL

- credit hours of lead model approximate 1/3 liberal education, 2/3 Field
- proposals for amending lead model or replacing it will be considered
- branch campus associate degree programs would modify the lead model
- Foundation and Focus courses are expected to address Miami's principles
- approved courses may count for both Foundation and Field or both Focus and Field requirements; one may count for both Foundation and Focus

IV. ACTIVE PLANNING

- set up a University Liberal Education Council to support the Miami plan
- appoint faculty of all divisions and student leaders as voting members
- appoint a University Director of Liberal Education to support Council
- implement the Miami Plan in steps, employing existing and new features
- conduct continuing evaluation of costs and impacts and share results.

LIBERAL EDUCATION AT MIAMI UNIVERSITY: A STATEMENT OF PRINCIPLES

PURPOSE

The diverse educational communities of a comprehensive university have a common interest in liberal learning: it nurtures capabilities for creatively transforming human culture and complements specialized work by enlarging one's personal and vocational pathways. Liberal education involves thinking critically, understanding contexts, engaging with other learners reflecting and acting, habits that extend liberal learning through a lifetime to benefit both the individual and society.

THINKING CRITICALLY

Thinking critically promotes imagination and intuition along with reasoning and evaluation. These diverse abilities contribute to achieving perspective, constructing and discerning relationships, and gaining understanding. Confidence in working with data and materials, skepticism in analyzing arguments or presentations, persistence in engaging complex problems and facility in communicating about technical matters are central to thinking critically. A skillful use of written and spoken languages, and informed use of mathematics and an ability to employ contemporary information sources are integral to thinking critically.

UNDERSTANDING CONTEXTS

Liberal learning cultivates the perspective that present cultural circumstances are an historical and a changing situation. Decisions about what is to be studied, the forms in which knowledge appears and the ways reasoning develops are to be continually examined. Ways of knowing need active attention: gender, class, racial identity, ethnicity, economic status and regional identity condition our understanding; temporal and spatial relationships, institutional traditions, religious commitments, philosophic perspectives, and political objectives shape our assumptions; influences originating beyond geographic and social boundaries affect what we know. Crucial to our future is knowledge of the conceptual frameworks and achievements of the arts, sciences, and technology, as well as understanding of the earth's ecosystem and the character of global society.

ENGAGING WITH OTHER LEARNERS

A healthy exchange of conflicting ideas and differing viewpoints encourages rethinking of accepted perspectives; it requires making choices and taking risks. Diversity among learners, a supportive atmosphere of group work, active listening, opportunities for presenting and criticizing the results of inquiry and creative effort encourage learning, aid growth and stimulate imagination. Thoughtful and systematic inquiry about the learning process supports shared efforts, and positive advising situations and experiences outside the classroom reinforce them.

REFLECTING AND ACTING

Thinking critically and understanding contexts for knowledge in an engaging learning situation lead to reflection and informed action. Making thoughtful decisions and examining their consequences enhance personal moral commitment, enrich ethical understanding, and strengthen civic participation.

Adopted by University Council, April 6, 1987

INTELLECTUAL COMMUNITY

EFFECTIVE TEACHING AND LEARNING

SUPPORT FOR FACULTY CONTRIBUTIONS TO LIBERAL EDUCATION

Miami University has a good record of support for effective teaching. Funding for instructional development is available to programs and departments through the Committee on the Improvement of Instruction. Alumni Teaching Scholars are faculty selected annually to participate in seminars and retreats on teaching, teaching conferences, a mentoring program and a teaching project. Summer fellowships for the improvement of instruction, co-curricular learning grants and some faculty improvement leaves provide support to individuals for instructional development. Miami's annual Lilly Conference on effective teaching, now held in Oxford and on the west coast, is a major national forum for discussions of pedagogy and related matters in all academic fields.

Some new resources available through the Ohio Board of Regents Selective Excellence programs are designated to aid instructional development. New funding for the Miami Plan should be vigorously pursued. For example, endowing instructional development across the entire University may appeal to corporate or private donors. A capital gifts campaign should make major support of the Miami Plan a high priority.

Funding of current faculty development programs should be enhanced, and the following new awards created so support the Miami Plan:

Awards for Linking Teaching with Research To support exemplary projects that achieve a direct relationship between liberal education instruction and faculty or student research or creative activities

Liberal Education Ventures Fund To support divisional, departmental, program and multidisciplinary projects that explore new directions in liberal education in keeping with goals of the Miami Plan.

Research on Student Learning To support research in all fields about how students learn, with emphasis on aiding instruction in liberal education.

Liberal Education Faculty Seminars To support faculty seminars crossing usual organizational lines for intellectual growth and inquiry associated with liberal education teaching.

APPROACHES TO ASSESSING STUDENT LEARNING AND TEACHING EFFECTIVENESS

Appropriate assessment requires the creation and continuing development of an intellectual culture that expects and values self-reflection. Assessment should be designed to build the quality of programs, and must not become a straightjacket, a mold or a whip-cracking exercise. The preferred mode is to invite those who teach in program to develop an appropriate means for determining the effectiveness of learning in that area, with assistance of colleagues having expertise in qualitative and developmental approaches. For example, in-depth interviewing of

students and faculty that yields qualitative insights, combined with peer observations of teaching, are flexible approaches that might be adapted to various settings.

The Miami Plan assumes the desirability of faculty and students seeing themselves as co-authors of assessment plans. Information collected should be used in supportive ways for course and program planning. The focus should be on assessment of student learning and the quality of student-faculty interactions rather than solely on the evaluation of teaching performance. It is also desirable to better understand the quality and effects of student's co-curricular experiences. Unless assessment has valid and important benefits for the continuing professional development of faculty, and results in improved student learning, it will not be credible.

The following guidelines apply to assessment in the Miami Plan:

- Assessment plans would be determined jointly by the Liberal Education Council and a faculty group, program, department or division.
- The University Liberal Education Council would be responsible for promoting a supportive, non-threatening assessment environment.
- Assessment must focus on student learning outcomes and faculty development rather than solely on teaching performance.
- Assessment must be both developmental and summative.
- Assessment plans must use a variety of measures.
- Information must be collected and used appropriately.

STUDENT INTELLECTUAL CULTURE

COORDINATED EXPERIENCES FOR NEW STUDENTS

Early college work significantly affects lasting attitudes about education. Appropriate advising, intellectual challenges, and engaging with other learners should be emphasized in a coordinated way during the student's first year at Miami.

Improve Initial Advising for New Students

A consistent interpretation of the Miami Plan should begin with its presentation during the recruiting process and continue through summer orientation. There should be one presentation of the Miami Plan to all new students at a plenary session during orientation.

The importance of liberal education in combination with specialized learning should be a theme in all presentations to new students about academic life at the university, and the relationship of the Miami Plan to specialized requirements should be specifically explained during divisional advising.

Broaden Impact of the Summer Reading Program

Currently new students are invited to read a book for discussion in small groups with a faculty member prior to the beginning of classes. This book could be linked with coursework typically taken by some students if faculty in pertinent liberal education courses is willing to teach it or refer to it. A university convocation related to the text, with the author or an appropriate guest speaking, or with faculty giving public commentary on the work, could be an attractive

intellectual event early in students' lives on campus. The reading program and related events should occur on all of Miami's campuses.

Provide a Seminar in the Student's First Year

All students would be expected to take at least one seminar in their first year – in either Foundation, Field or Focus areas – that places strong emphasis on the expectations in Miami's Statement of Principles for *engaging with other learners*. In addition to effective study of the subject matter, this seminar should provide for active group discussion and debate as well as writing activities that nurture conceptual understanding. The seminar should be limited to approximately twenty students in order to facilitate interaction among peers and the instructor.

Seminars would have academic content and not be devoted only to pedagogical considerations or to introducing resources of the university. Seminars could be taught in any academic division, and while they would need to be approved by the Liberal Education Council to meet generic goals of pedagogy, their subject matter would not be prescribed.

For those student needing six hours of English composition, English 112 should be able to qualify to meet the seminar requirement. The English Department and the Liberal Education Council should review English 112 from the perspective of liberal education expectations.

SUPPORT STUDFENT PROJECTS IN LIBERAL EDUCATION

The Liberal Education Council should make awards to projects proposed by student organizations or student groups that improve the intellectual quality of student life in keeping with goals of the Miami Plan. Such Projects should include efforts to advance the intellectual qualities of co-curricular life.

FLEXIBLE CURRICULUM

CONCEPT OF THE LEAD MODEL AND ALTERNATES

A flexible approach to curriculum is assured by a lead curriculum model that most of the university would be expected to adopt, and the option to amend this model or to offer other curriculum models that may also be well-suited to Miami's goals. The lead model is expected to apply to most Miami students with relatively few approved exceptions. In those instances where a group of faculty, with appropriate divisional approvals, can propose an alternate approach that includes the basic commitments of the lead curriculum model (including a reasonable equivalent of content expectations within the five Foundation course groups as well as thematic sequence and capstone experience expectations of Focus), the Liberal Education Council may approve that approach as an alternate to the lead model.

The approach provides for curricular possibilities that do not exactly fit the lead plan if they are approved by an academic division and the Liberal Education Council to meet expectations of Miami's Statement of Principles. It also invites curricular innovations that may develop over time as well as the exploration of pilot projects that promise to address Miami's goals in distinctive ways. In some instances, professionally-accredited or certification programs may wish to propose an alternate curriculum plan for combining specialized study with liberal education.

In considering any alternate model for possible approval, Liberal Education Council should assure that transfer among Miami's lead liberal education model and any alternates to it can be accomplished by students without delaying graduation plans as a consequence of the liberal education coursework chosen by the student.

If a proposed alternate seeks to reduce total credit hours for liberal education below the amount stipulated in the lead model, that reduction should be considered only if it applies to the Foundation rather than to the Focus requirement. If a proposed alternate seeks to achieve hours for free electives by reducing hours in either Foundation or Field, Council should require that those electives be taken in courses outside both the major and hours related to the major.

To propose an alternate to the lead model, a faculty group, through their academic division, would present a curricular plan to the Liberal Education Council. That plan should convincingly demonstrate an understanding of Miami's Statement of Principles and propose a distinct way of addressing them while also meeting other educational goals. Identification of resources needed to execute the alternate as well as a plan for assessing how it would affect students would be expected.

FOUNDATION COURSES: INTELLECTUAL CONCEPTS (36-30 HOURS)

GUIDELINES FOR ALL FOUNDATION COURSES

Intention

Foundation courses should prepare students simultaneously for advanced work in their chosen field and for advanced liberal education study in depth. Foundation courses are to be taken early in the student's program, preferably within the first two years.

Existing courses are to be rethought or new ones designed for Foundation offerings by building from the expectations in Miami's Statement of Principles for *thinking critically and understanding contexts*. While most Miami programs are associated with particular University Requirement course groups in current practice, the intent is that Foundation groups not correspond directly to specific courses in any Foundation group where they provide a persuasive rationale for doing so. This provision is consistent with Miami's principles, provides program flexibility and invites interdepartmental efforts by faculty groups that cross usual organizational boundaries. Instructional development funding would be available to assist course development.

Criteria for Approval of Foundation Courses

In considering Foundation courses proposed for approval, the Liberal Education Council should expect all Foundation courses to:

- Employ thoughtful and creative pedagogy that is challenging, rigorous, and features learning experiences that especially characterize the field – such as studying original sources; employing mathematics, foreign language, historical perspective; or including laboratory, studio, performance or field work.

- Introduce students to characteristic ways of thinking, distinctive methods of inquiry, and fundamental conceptual frameworks as well as major achievements in the field.
- Increase intellectual curiosity and initiate continuing interest in the subject matter.
- Explore how ways of knowing and related factors (such as gender, class, racial identity, ethnicity, economic status, regional identity, institutional traditions, religious commitments, philosophic perspectives, political objectives, among others) affect the forms in which the subject matter appears.
- Not every course will be able to respond to all expectations or Thinking Critically and Understanding Contexts. In addition to the basic expectations given above, the Liberal Education Council should expect Foundation courses also to include one or more of the following commitments:
 - Explore relationships of imagination, intuition, and reasoning in the particular field.
 - Explore ways in which the subject matter may be regarded as historically derived and changing, so that questions regarding its principal arguments or presentations may be valued.

Relation to Admission Standards

Foundation courses should be designed with the assumption that students have met all current admissions standards of Miami University. When this is not so for particular students, either concurrent enrollment to improve abilities expected upon admission would be necessary or tutorial assistance would be needed. Advanced placement credit would be allowed for Foundation but not Focus courses.

Application to Other Curricular Areas

Foundation courses could meet more than one requirement of the overall curriculum. With proper approvals, they could also count for divisional requirements, hours related to the major, hours toward a minor or elective hours. Foundation courses could be offered as liberal education seminars for first-year students, although classes with small enrollments are not expected to be common among Foundation courses.

FOUNDATION COURSE GROUPS AND REQUIREMENTS

Course Groupings

Foundation course requirements would be organized as follows:

FOUNDATION: INTELLECTUAL CONCEPTS (36-30 hours)*

Group 1 – English Composition (0-6 hours depending on waiver)

Group 2 – Fine Arts, Humanities (9 hours)

- a. Fine Arts (minimum 3 hours)
- b. Humanities (minimum 6 hours)

Group 3 – Social Science, World Cultures (9 hours)

- a. Social Science (minimum 3 hours)
- b. World Cultures (minimum 3 hours)

Group 4 – Natural Science (9 hours including 1 laboratory course)

- a. Biological Science (minimum 3 hours)
- b. Physical Science (minimum 3 hours)

Group 5 – Mathematics, Formal Reasoning, Technology (3 hours)

- a. Mathematics (optional 3 hours)
- b. Formal Reasoning (optional 3 hours)
- c. Technology (optional 3 hours)

Multicultural and Historical Perspective Within Foundation Requirements

At least one course among the Foundation courses must be chosen from a group of courses that introduce the student to a perspective different from that of the dominant cultural heritage of the United States. Courses in this category include but are not limited to the following: non-western civilizations, black studies, women's studies, studies of developing nations.

*See Appendix A for current requirements

At least one course among the Foundation courses must be chosen from a group of courses that provide historical perspective.

Within the Foundation requirements, Liberal Education Council would designate certain courses that allow students to meet these requirements while also meeting other Foundation requirements.

Technology Requirement

This requirement reflects an awareness in Miami's Statement of Principles of the need for liberally-educated persons to become more cognizant of technology's impact on contemporary society. Courses in the technology group should introduce the technical professional's methodology, including the evaluation of empirical data, problem recognition, problem definition, the application of scientific principles, and logical problem solving. Skills may be included but should not be the primary emphasis. The relationship of technology to society should be key component.

Other Working Assumptions Pertaining to Foundation Offerings

In conceptualizing the Foundation requirement aspect of the lead curriculum model a number of additional working assumptions have been employed. These should assist faculty, programs, departments, academic divisions and the Liberal Education Council in developing Foundation course offerings.

Working assumptions include the following:

- While the English Department will continue to refine waiver requirements pertaining to English Composition and to administer the requirement, the Liberal Education Council should be fully informed about the nature of waiver practices and should confer with the department about their effectiveness.
- While departments other than the English Department may propose courses that meet the English Composition requirement, such courses must have a primary commitment to teaching writing and be consistent in spirit and results with English department courses in this area.
- The Fine Arts requirement may include offerings in the creative and performing arts, while not excluding offerings oriented toward historical or cultural understanding in the fine arts.
- The Humanities requirement may include offerings by the History Department, foreign language departments and appropriate interdisciplinary programs, as well as offerings by departments or programs teaching in areas usually understood as Humanities fields.
- The Social Science requirement may include offerings by departments and programs teaching in areas usually understood as Social Science fields, as well as appropriate interdisciplinary programs.
- The World Cultures requirement may include courses in both western and non-western civilizations, so long as there is a primary commitment to an international content and

perspective. Language departments and the History Department are likely to propose offerings for the World Cultures requirement.

- The Natural Science requirement may include courses treating history and philosophy of science, science and society, science and ethics and related concerns, so long as concepts and practices in natural science are a primary commitment of the course.
- The Mathematics requirement may include courses oriented toward statistical analysis.
- Nothing in these working assumptions is meant to preclude any division, department, program, interdisciplinary group or other faculty group from proposing to offer courses in any Foundation area where they can provide a persuasive rationale for doing so.
- No course shall be rejected automatically for falling outside of traditional disciplinary lines or for originating from departments or programs that fall outside of those departments that have traditionally offered those disciplines.

STEPS OF THE FOUNDATION COURSE APPROVAL PROCESS

Proposals to offer a foundation course would be considered by the Liberal Education Council after being approved by programs, department and academic divisions where they originate. Presently-existing courses that have been reviewed or revised in the perspective of Miami's Statement of Principles and the Foundation guidelines could be proposed. New courses to be designed with the aid of instructional improvement funds could be proposed. Course proposals would show how Miami's principles are to be addressed and include a plan for assessing the effectiveness of the course.

Once initially approved by Council, courses would be formally reviewed again on a five-year cycle, at which time those teaching the course would be expected to comment on the effectiveness of the approach being used to meet both subject-matter goals and liberal education goals. There would be no mandatory expiration of course approval at a defined time, but repeated approval of unexamined courses should not be expected. There would be no formal limit on the total number of courses that Liberal Education Council could approve, but the expectation would be to maintain a modest number of effective courses in each group.

SUPPORTING FACULTY WHO TEACH FOUNDATION COURSES

University Liberal Education Council should make grants to programs for instructional development, and also develop new means for incentive support awarded for teaching in this area (beginning with awards named in section II.A). Additionally, use of new information technologies and related instructional resources should be encouraged. Funding should be provided to assist in course revision or creation, beginning in 1989-90 with assistance of a grant from the Fund for the Improvement of Post-Secondary Education.

FIELD COURSES: SPECIALIZATIONS (86-80 HOURS)

We use “specializations” to include work taken in the major, plus related hours required or suggested for the major, divisional requirements set by schools or by the College of Arts and Science, and hours taken to complete minors. Elective hours – often used to pursue valuable personal interests – are also included in this area.

The Miami Plan allows credit hours in the Field to total 86 to 80, depending on the number of hours waived in English composition. Within this 86 to 80 hours, divisions, departments and programs would have authority to distribute subject matter, hours required, minor and elective options as they wish. Courses taken in Foundation or in Focus could also be approved by programs, departments or divisions to meet certain Field requirements.

FOCUS: ADVANCED LIBERAL LEARNING (12 HOURS)

LIBERAL EDUCATION THEMATIC SEQUENCE (MINIMUM 9 HOURS)

A pattern of liberal education coursework in depth moving systematically through the student’s advanced baccalaureate years and focusing on a theme or subject in a developmental way can be a positive complement to the major and help implement Miami’s educational principles.

Operationally, this would be a sequence of related courses – a minimum of six hours of which must be at the 200-level or above – either chosen by the student from sets of courses that are prerequisite to one another or taken as a prescribed sequence of systematically-related courses. The first course in such a thematic sequence may be from a foundation group and may explicitly count as hours in the Foundation and in the Focus thematic sequence. Programs, departments, divisions, or interdepartmental faculty groups would determine the exact course configurations and propose them for approval as a liberal education sequence. Thematic sequences could be created by relating existing courses now being taught in vertical or horizontal patterns to achieve study in depth. Over time, revision of some present courses to enhance relationships among them could be desirable, and in some situations new courses might be created. Each Miami student would be expected to complete at least one liberal education thematic sequence outside the department of major.

Sequence Guidelines

The sequence of coursework should be configured to accomplish three things:

- Teach the subject matter effectively, in depth, for non-majors.
- Show how a particular group of faculty would address Miami's Statement of Principles in a related set of advanced courses.
- Show awareness of a current conception of how effective learning occurs.

The shaping of content would not be limited by any other a guidelines. For example, either a relatively specialized theme in a single academic area or a broader theme crossing several areas could form a sequence by linking together appropriate courses. Courses might be taught within one program or by different programs—the intent would be meeting liberal education goals through a pattern of thoughtful relationships within the sequence.

Flexibility regarding subject matter is crucial because the opportunity to offer a liberal education sequence should be an inviting one for any university program – particularly for those who find it impractical to offer courses in the Foundation area. Subject matter flexibility may also encourage new directions in curricular development that emerge from changing understandings of the disciplines.

Liberal education sequences could be constructed so as to include courses also counting toward a second major or related to a first major, courses counting toward divisional requirements, The same course cannot however be used in two different Foundation groups. or applying to a minor.

Sequence Approvals

The Liberal Education Council would receive proposals for approval of thematic sequences directly from either divisions, department, programs, or interdepartmental groups, accompanied by documentation of how any significant resource considerations associated with the proposal can be addressed. Instructional development grants could be awarded for development of liberal education sequences, with particular attention given to assisting faculty in thinking through implications of Miami's liberal education principles that apply in their area. The Liberal Education Council would evaluate the suitability of a proposed sequence according to its promise to meet the sequence guidelines.

Each Liberal Education Sequence would be formally reviewed on a five-year cycle, when faculty offering the sequence would be expected to comment convincingly on its effectiveness in meeting Miami's liberal education goals.

LIBERAL EDUCATION SENIOR CAPSTONE EXPERIENCE (MINIMUM 3 HOURS) Concept and Examples

A capstone experience for seniors can provide opportunities to bring together liberal learning and specialized knowledge toward the close of baccalaureate work, to promote integration, and to provide for intellectual accountability.

Capstone experiences can be highly variable in content and form, should be credit-earning, and offered by divisions, departments or programs for a semester or for a year. They should be distinctive educational activities that allow formal closure for the student's full baccalaureate experience. Seniors should demonstrate personal facility with scholarly and creative abilities, and directly address Miami's broader goals for liberal learning: *reflection, informed action, thoughtful decisions, personal moral commitment, ethical understanding, and civic participation.*

Those faculty offering a credit-earning capstone experience could require prerequisites for enrollment. Ideally, capstone experiences would link the Focus and Field areas, although seniors should be allowed to complete capstone experiences offered in any area where they qualify.

Options for educational activity that might be involved could include but not be limited to the following: colloquia or workshops to explore topics or issues; research seminars; creative work in studios, laboratories, or field settings; individual or group projects. In areas of heavy enrollment that lack resources to teach small classes at the senior level, an appropriate senior capstone experience might be a course focused on systematic reflection about the full program or baccalaureate study in the field as it pertains to an historical or contemporary issue, problem, theme or situation.

Where teaching or advising resources make it possible, capstone experiences could build upon creative performances or artistic activities, internships, foreign study, study at another institution or in an urban setting, or contributions to community or social service. In every case where it is possible, there should be regular opportunities for students to share both their work in progress and the final results with peers and faculty for critical review, evaluation, and recognition. In capstone experiences that are large classes, this might be done by employing smaller discussion sections as opportunities for peer exchange among students, with faculty participation limited by time available.

Capstone Approvals

Detailed guidelines and formats for capstone experiences would be set by faculty in the divisions, departments, programs, or groups offering them. They would teach the capstone and evaluate student work. Each capstone option would be reviewed for approval by the Liberal Education Council following program, department, or divisional approval. Capstone options would be formally reviewed by Council on a five-year cycle, with faculty who teach them expected to provide a formal assessment of their effectiveness. Capstone experiences could also count toward a major, hours related to a major, divisional requirements, or a minor.

ARRANGEMENTS FOR ASSOCIATE DEGREE PROGRAMS

Miami's associate in arts degree currently requires the full University Requirement. The Ohio Board of Regents requires that approximately one-fourth of each associate in technology program be devoted to general education and one-fourth to basic studies. Miami's technology programs now require varying amounts of liberal education coursework. Associate degree programs should increase their commitment to Foundation courses where that is possible, but not be expected to complete the Focus requirement unless it is adaptable to their needs. Requirements for all associate degree programs should be reviewed by the Liberal Education Council in consultation with those responsible for the program.

ACTIVE PLANNING

UNIVERSITY LIBERAL EDUCATION COUNCIL

CONCEPT

Divisions, departments, programs, and faculty groups will design and teach liberal education courses. Faculty and student affairs professionals will provide academic assistance for students. Students will select liberal education coursework in several categories from a variety of options offered across the university and on its different campuses. The intent of the University Liberal Education Council is to establish university-wide oversight that is both flexible and capable of supporting faculty and student efforts.

Members of the University Liberal Education Council would be named by the University Senate to serve as trustees of the university interest in liberal education and be expected to take responsibility for nurturing a community or interest among Miami faculty and students around liberal education issues.

Council would be charged with supporting implementation of the Miami Plan. It would offer instructional development opportunities that directly aid faculty in rethinking their contributions to liberal education teaching. Council would seek ways to coordinate academic and related co-curricular experiences for new students.

Liberal Education Council would be responsible for continuing review of effects of the Miami Plan, and for promoting a broad interest in the conditions of effective learning. It would aid faculty in pursuing both internal and external funding for liberal education projects, and encourage assessment initiatives at the program and department level. It would work to gain added recognition for effective teaching and advising and to positively influence faculty reward systems.

The Council would be assigned responsibility for reviewing and approving all course proposals for the Foundation and Focus areas, and for assuring consistency with the goals of Miami's 1987 Statement of Principles. It would approve amendments to the lead curriculum model, and other curriculum models that show promise for distinction in meeting Miami's Statement of Principles and other educational goals. After the phase-in period of the Miami Plan, Council would review liberal education courses on a five-year cycle.

The Council would report formally and regularly to University Senate. When the Council is dealing with courses and curricula relating specifically to liberal education, this Council will be placed in the course and curriculum approval process between the University Senate Committee on Undergraduate Courses and Curriculum and University Senate. Course and curriculum matters not requiring Liberal Education Council approval subsequent to divisional action will pass directly from the Committee on Undergraduate Courses and Curriculum to the University Senate. Council would be expected to develop operating guidelines that apply to each of its approval functions, and before engaging in those approvals, share the guidelines for review by the University Senate and by appropriate Senate committees.

COUNCIL MEMBERSHIP AND FACILITATING ROLES

University Liberal Education Council should include faculty from all divisions and student leaders as voting members. Some persons responsible for programs closely related to liberal education, such as orientation for new students, advising, teaching effectiveness programs, library, or registration could sit as *ex-officio* non-voting members of Council if specifically approved by University Senate upon recommendation of the Council.

Council would have the following voting membership:

- One faculty member each nominated from: Applied Science (now Engineering and Applied Science), Business Administration; Education and Allied Professions; Fine Arts; Interdisciplinary Studies; Hamilton and Middletown campuses (combined) – to serve rotating three-year terms.
- One faculty member each nominated from: Humanities (A&S); Natural Science and Mathematics (A&S); Social Science (A&S) – to serve rotating three-year terms.
- Two students nominated by Associated Student Government and one student nominated by the Honors Student Board – to serve rotating two-year terms.
- One member nominated from the Student Affairs Professional staff – to serve a three-year term.

For the purposes of building an integrative university program and emphasizing trusteeship and consultative roles of the Council, faculty members of University Liberal Education Council should chair or be members of divisional committees concerned with liberal education at the divisional and university levels. Student and student affairs members should take analogous leadership and facilitating roles in their areas.

ADMINISTRATIVE SUPPORT OF UNIVERSITY LIBERAL EDUCATION

UNIVERSITY DIRECTOR OF LIBERAL EDUCATION

A University Director of Liberal Education should be appointed to serve as non-voting chair of the University Liberal Education Council. The director would be a facilitating and support administrator without faculty reporting directly to her or him. The director would be expected to provide active support for the work of the liberal education across Miami's academic divisions serving undergraduates.

Along with an administrative assistant to the Council, the director would be expected to carry out operational implementation of all aspects of the Miami Plan under the general guidance and advice of Council. The director would assist Council in establishing operational continuity over time for Miami's liberal education efforts. The director should serve as an ex-officio member of the Council of Academic Deans.

The University Director of Liberal Education would be a member of the faculty of Miami University and would be appointed by the President upon recommendations of the Provost with advice from the University Liberal Education Council. She or he would serve for a five-year, non-renewable term. The director would be expected to teach in the university liberal education program. Specific responsibilities for the director would include:

- Facilitating all work of the University Liberal Education Council;
- Working with members of Council (who serve three-year terms) to develop continuity in liberal education policy and consistency in its application;
- Working with divisions, departments, and faculty to ensure that sufficient course sections are offered to meet curricular and enrollment demands on campuses;
- On behalf of Council, administering faculty development programs aimed at improving teaching effectiveness in support or liberal education;
- Working with departmental and divisional advisors to ensure that all faculty involved in advising and in coordinating programs for new students are adequately informed about university developments in liberal education;
- Preparing and disseminating information about the Miami Plan, including an annual liberal education catalog and a listing of course offerings;
- Under the guidance and direction of Council, conducting reviews of overall program effectiveness and working with faculty groups, programs, department, and divisions to assist their assessment planning.

ADMINISTRATIVE ASSISTANT

An administrative assistant to the University Liberal Education Council should be appointed to support work of the Council and the director.

IMPLEMENT THE MIAMI PLAN IN PHASES, COMBINING EXISTING AND NEW FEATURES

Because of its comprehensive nature the Miami Plan will have features that begin at differing points in time. Emphasis on an evolutionary approach implies that a graduated, perhaps even a gradual implementation should be expected. The Miami Plan will include many institutional features that now exist and may need only modest revision. Other features may need new design or significant redesign. Implementation in steps also allows for gaining insights from exploratory pilot projects.

THE PHASE-IN PROCESS

Study of implementation issues in detail and creation of a long-term transition plan will begin with the following timetable:

Phase-in Schedule of the Miami Plan for Liberal Education

Spring 1989

- Miami Plan approved by Senate, Faculty Assembly, President
- Liberal Education Council appointed by Senate
- Transition Workshop issues implementation suggestions

Summer 1989

- Council outlines phase-in schedule for publication in fall
- Council retreat to organize fall implementation steps
- Search for University Director announced
- Apply for no-cost extension of FIPSE grant
- FIPSE LE Writing Group assesses four-year reform project

Fall 1989

- Council publishes phase-in schedule
- First University Director of Liberal Education selected
- Creation of a Miami enrichment fund for liberal education and publication of funding guidelines
- Possible visits to appropriate programs elsewhere (FIPSE)
- Council issues call for proposals to implement Miami Plan and publishes Foundation course proposal guidelines
- Programs, departments, divisions, faculty, student groups:
 - begin proposing Foundation courses
 - begin proposing faculty development projects
 - begin proposing co-curricular projects
- Council acts on proposals to be funded for summer 1990

Spring 1990

- Proposal process for implementation of Miami Plan continues; Council acts on proposals to be funded for summer 1990 or 1990-1991
- Council begins receiving proposals that amend the lead curriculum model or that propose alternative models

- Council approves initial Foundation course proposals
- Council plans coordinated programs for new students

1990-1991

- Funded proposals and faculty development projects continue
- Council continues to review and act on proposals
- Initial approved Foundation courses are offered; some students may elect to begin the Miami Plan this year
- Initial coordinated programs for new students initiated
- Proposed alternatives to lead curriculum model refined

1991-1992

- Council continues to review and act on proposals
- Coordinated programs for new students fully implemented
- Council publishes guidelines for Focus course proposals; approves initial proposals for Focus sequences
- Council publishes guidelines for Capstone Experiences
- Begin implementing possible alternates to lead model

1992-1993

- Council continues to review and act on proposals
- Enough Foundation courses are offered to require that 1992 entering class complete the Miami Plan; four-year lead model implementation formally begins fall 1992
- Focus sequences begin to be offered
- Council approves initial proposals for capstone experiences
- Continue implementing possible alternatives to lead model

1993-1994

- Council continues to review and act on proposals
- Foundation courses fully implemented for first-year students and for sophomores (Class of 1996)
- Continue implementation of possible alternatives to lead model

1994-1995

- Council continues to review and act on proposals
- Focus sequences fully implemented for juniors
- Council approves all capstone experiences for class of 1996
- Continue implementation of possible alternatives to lead model

1995-1996

- Council continues to review and act on proposals
- Capstone experiences for seniors fully implemented
- Full implementation of four-year lead model of Miami Plan
(Revised 8/89)

CONDUCT CONTINUING EVALUATION OF IMPACTS AND COSTS OF THE MIAMI PLAN

INSTITUTIONAL INVENTORY

During fall and winter of 1987-88 Forum worked with chairs, directors, liaisons and student leaders to begin an Institutional Inventory of current data and information pertinent to liberal education practices at Miami. It includes: data and materials on enrollment patterns in University Requirement courses; patterns of teaching assignment in those same courses; reports by department chairs, program directors and faculty liaisons about instances of effective pedagogy; reports on the operation of academic advising systems across the university; comments on key resources that support liberal learning (including University Libraries, Academic Computer Services, Audio Visual Services, the Career Planning and Placement Office, Miami's museums); examples of co-curricular experiences associated with liberal learning; and accounts of student leadership and special concerns of branch campuses.

The Registrar keeps records of 156 different reports relating to various university activities; abstracts of all these have been reviewed. A data base on enrollment patterns for the University Requirement during 1986-87 by campus and by semester has been put into computer spread sheet files. Reports 5, 6, and 144 provide summaries of credit hours by department in each division, and by course sections. They also summarize the history of course enrollment.

The data pattern for each department or program having courses in the University Requirement during 1986-87 was sent to chairs and directors to be checked for accuracy, for applicability to other years, and to obtain any special interpretation needed for understanding it properly. Results of these inquiries are in the Inventory. Information will continue to be added to the Inventory as a point of reference for thinking about implementation of the Miami Plan. The Inventory may be read in the offices of chairs and program directors, deans, executive directors of branch campuses, and in King Library.

ESTIMATING COSTS AND IMPACTS

Teaching Resources

We assume that the level of resources now devoted to University Requirement teaching will allow Miami to meet enrollment demands of the lead curriculum in the Miami Plan, because we are not proposing substantial changes in either the total number of class sections offered, average class sizes, or the range of class sizes. We believe, however, that the pattern of teaching commitments across the University may shift in order to meet new curricular expectations.

It will be a challenge for Miami to make this transition smoothly. The President has pledged that no resource penalties will occur if unusual enrollment shifts take place during transition. Beyond this, the addition of new faculty positions would much enhance efforts toward achieving goals of the Miami Plan and increase the likelihood of its success. For example, the expansion of seminar opportunities in the freshman year would be much more likely if faculty resources are added. We endorse President Pearson's desire for new distinguished professorships oriented toward effective teaching. We believe these could significantly aid implementation of the Miami Plan.

Resources for Faculty Development Programs

Experience with programs currently operated by the Committee on the Improvement of Instruction can be used to estimate costs per participant for several different faculty development programs. The number of faculty that would be involved in similar programs aimed at improving liberal education is difficult to estimate accurately.

We believe that \$100,000 to \$125,000 of new funding entered into an enrichment fund for liberal education each year for three years (to a total of \$300,000 to \$375,000), when added to external funds already acquired for this purpose, could allow for adequate faculty planning time during the transition period. This funding would need to be an addition to continuing funding for faculty development programs administered by the Committee on the Improvement of Instruction. For the longer term, we advocate endowing an enrichment fund for liberal education from gifts to the university.

Resources for Administrative Support

The Miami Plan recommends appointing a University Director of Liberal Education and an administrative assistant to support implementation of the Miami Plan. Based on recent salary schedules for persons with partly analogous responsibilities and present benefit rates, plus estimated costs for program operation and publications, we believe costs attributable to administrative support and personnel approximate \$145,000 for twelve months.

MEMBERS OF THE UNIVERSITY LIBERAL EDUCATION FORUM

1986-1989

Elizabeth Baer, Accountancy
Muriel Blaisdell, Western College Program
Curtis W. Ellison, Interdisciplinary Studies (Chair)
Mary Evans, Student Affairs Division
Fred Gass, Mathematics and Statistics
Robert C. Johnson, Freshman English
Scott Johnston, Architecture
G. Stanley Kane, Philosophy Roger Knudson, Psychology
Warren Mason, Political Science
Robert McWilliams, Geology, Hamilton Campus
Maureen Nimis (Forum Administrative Assistant)
Richard Quantz, Educational Leadership
Lisa Wells, Associated Student Government
Gary Wheeler, Art, Middletown Campus
Heanon Wilkins, Spanish and Portuguese

1987-1989

Rachel Robertson, Associated Student Government

1988-1989

James Cox, Chemistry, Department Chair
William S. Davis, Systems Analysis
Manisha Hariani, Honors Student Board
Robin Hart, Associated Student Government
Glenn Julian, Physics
Anne B. Koehler, Decision Sciences, Department Chair

1986-1988

Joseph Cox, Art, Department Chair
John Douglas, Management
Phillip A. Macklin, Physics
Alan Springer, Paper Science and Engineering
Christopher A. Vesey, Honors Student Board
1987-1988 Kevin Khayat, Associated Student Government (Spring)
Peter McLaren, Educational Leadership (Spring)
Michael Thomas, Associated Student Government

1986-1987

Patrick Callahan, Alumni Representative
Brad Johnston, Associated Student Government
Brian Hunter, Associated Student Government

MEMBERS OF THE LIBERAL EDUCATION PROCEDURES TASK FORCE

1985-1986

Elizabeth Baer, Accountancy
William S. Davis, Systems Analysis
Carrie Oark, Student
Carville Earle, Geography
Curtis W. Ellison, Interdisciplinary Studies, (Chair)
Robert C. Johnson, English
Donald Kaufman, Zoology and Environmental Sciences
Jan Kettlewell, Education and Allied Professions
Richard Momeyer, Philosophy

For more information on the Liberal Education Program at Miami University contact:

University Director of Liberal Education
Miami University
Oxford, Ohio 45056
513-529-7135

Appendix A Current Miami Plan Foundation Requirements

Ordinarily, Foundation courses should be completed in your first two years. Note: The same Foundation course cannot complete the requirements of two different Foundation groups.

Foundation I – English Composition (6 hours)

Foundation II – Fine Arts, Humanities, Social Science (12 hours)

- a. Fine Arts (3 hours minimum)
- b. Humanities (3 hours minimum)
- c. Social Science (3 hours minimum)

Foundation III – Cultures (6 hours)

- a. United States Cultures (3 hours minimum)
- b. World Cultures (3 hours minimum)

Foundation IV – Natural Science (9 hours including 1 laboratory course)

- a. Biological Science (minimum 3 hours)
- b. Physical Science (minimum 3 hours)

Foundation V – Mathematics, Formal Reasoning, Technology (3 hours)

Historical Requirement

All students must take at least one Foundation course that presents a historical perspective. Students satisfy this requirement by taking an appropriately designated course (H) in any Foundation area. The same course may meet both a Foundation area requirement and the Historical perspective requirement.

First-Year Seminar Requirement (3 hours)

All students must complete a seminar course in their first year. This requirement is met by completing ENG 112 or ENG 113, or a first-year honors seminar, or the Western College Program core curriculum, or other designated first-year seminars. Students can also complete the first-year seminar requirement if they have received credit for English 112 through Advanced Placement or the portfolio program of the Department of English.