LIBERAL EDUCATION FRAMEWORK

< Intro, history and LELGs were here>

THE PROPOSED LIBERAL EDUCATION FRAMEWORK

The essential features of the framework are explained in the following paragraphs.

COMMON LIBERAL EDUCATION PROGRAM

All students, regardless of college or major, will be required to satisfy the same set of Liberal Education Program requirements. The program requires forty-two credits of breadth and depth comprised of at least 18 credits of integrated learning and at most 24 credits of electives (see Appendix I for a discussion of integrated learning). This does not imply that all students will take the same forty-two credits; only that all students will be required to take forty-two credits approved as either integrated learning or general education electives. Colleges and majors may not add to or remove from this program requirement.

In addition, all university graduation requirements must be included within the Liberal Education system. ULEC strongly recommends that all of the current university graduation requirements aside from the UW System mandated Domestic Diversity requirement be reviewed to determine whether they should be included in the Liberal Education program.

OUTCOMES BASED

Programs connect to prerequisite knowledge, skills, and values from the Liberal Education Program based on explicit competencies and outcomes (Learning Outcomes for Integrated Learning, Global Learning, Multicultural Learning, and Ethical Reasoning are included in Appendix II). Courses approved for inclusion in the Liberal Education Program will satisfy outcomes aligned with the Liberal Education Learning Goals and will be expected to include embedded assessment to ascertain if the outcome(s) associated with the course are being met.

APPENDIX II – LEARNING OUTCOMES FOR THE FRAMEWORK

Draft Integrative learning outcomes (from integrative learning workgroup, based on AAC&U VALUE rubric)

IL#1: Connections to Experience: Student connects relevant experiences and academic knowledge.
IL #2: Connections to Discipline: Student makes connections across disciplines and perspectives.
IL #3: Transfer: Student adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations.
IL #4: Integrated Communication: Student demonstrates ability to utilize communication forms appropriate to the situation.
IL #5: Reflection and Self-Assessment: Student demonstrates a developing sense of self as learner and/or of changes in own viewpoint, values, and understanding.
Draft Race/Class/Gender learning outcomes (from multicultural workgroup, based on AAC&U VALUE rubrics)

MC #1: Analyze the historic and ongoing impact of segregation, stereotypes, institutional discrimination, and violence on a person’s or a group’s ability to access power and resources.
MC #2: Critique the assumptions that impact the social construction of one’s own identity.
MC #3: Identify and discuss the roles that each person plays in developing and maintaining systems of inequality (e.g., privilege and oppression).
MC #4: Develop and apply skills required for culturally competent interactions within personal and professional contexts.

Draft Global Learning outcomes (from global learning workgroup, based on AAC&U VALUE rubrics)

GL #1: Students will acquire knowledge about other cultures and communication styles and understand that values vary by culture.
GL #2: Students will acquire knowledge about global systems, institutions and issues.
GL #3: Students will demonstrate mature reading, listening, questioning and observation skills in a global context.
GL #4: Students will use appropriate media to communicate in an environment of linguistic and cultural differences.
GL #5: Students will engage in ethical global citizenship through learning experiences that enhance their understanding that individual and collective decisions have global implications.
GL #6: Students will understand and respect variation in the world’s diverse cultures, environments, relationships, resources, and power in a historical and geographic context.

Draft Ethical Reasoning learning outcomes (see framework text, AAC&U VALUE rubric)

ER # 1: Ethical Self Awareness: Student will discuss in detail/analyze both core beliefs and the origins of the core beliefs with great depth and clarity.
ER # 2: Understanding Different Ethical Perspectives/Concepts: Students will name the theory or theories and present the gist of the theory or theories, and accurately explain the detail of the theory or theories used.
ER #3: Ethical Issue Recognition: Student will recognize ethical issues when presented in a complex, multilayered(gray) context and identify cross-relationships among the issues.
ER #4: Application of Ethical Perspectives/Concepts: Student will independently and accurately apply ethical perspectives and concepts to an ethical question, and discuss the implications of the application.
ER # 5: Evaluation of Different Ethical Perspectives/Concepts: Students will adequately and effectively state and defend against opposition to different ethical perspectives/concepts.