Colleagues:
Evan’s comments are in blue italics below.
My “questions to consider for Tuesday’s APC meeting” are highlighted in yellow.
Jean

Document Title: Annotated LE Framework Proposal Aligned to Outcomes (v. 1.0)

LE Reform Framework adopted on April 21, 2011 with approved revisions as of November 11, 2011. This document additionally includes:
(1) statements linking each item in the framework to the specific learning outcome and/or additional rationale (these are in blue italics) and
(2) a table of with the details of the framework aligned to the University Learning Goals and Outcomes.

Proposal text:
Students will achieve the Liberal Education Learning Outcomes in the following ways:

1. Do we agree with the Liberal Education core being comprised of 42 credits? (Please see ULEC Model Credit Requirements 02172012.docx for a breakdown of how ULEC derived the 42 credits.)
2. Do we agree with requiring 18 credits of integrative learning? If not, should this be more or less?
3. Should Integrative Learning be applicable to courses outside the Liberal Education core?

Liberal Education Courses and Experiences
Completion of 42 credits of Liberal Education (LE) course work that will include the natural sciences (at least 2 courses), the social sciences (at least 2 courses), and the humanities & creative arts (at least 2 courses). This course work is comprised of at least 18 credits of integrative learning experiences and up to 24 credits of liberal education electives.

Integrative Learning experiences may include thematic bundles, which center on fundamental questions and are defined, developed, and delivered by a team of educators, linked courses, interdisciplinary courses, liberal studies courses, or other courses noted by “INT” in the catalog. Integrated learning courses meet both the integrative learning outcomes and the liberal education learning outcomes. This addresses the proposed Integrative Learning Goal and Outcome: synthesize and transfer learning. 18 credits were chosen as a compromise. ULEC considered recommending 21 credit hours (half of LE coursework), but decided that this would be too difficult to implement. ULEC considered 12 – 15 credit hours, and decided that this would leave too much of LE unchanged. 18 credits aligns with 6 credits in each of the three major disciplines: Arts & Humanities, Natural Sciences, and Social Sciences, and the alternative grouping of courses into two 3-course bundles or three pairs of linked courses.

Liberal Education courses are noted as “LE” in the catalog.
1. Per input from the chairs of English and Math, do we want to change “competencies” to “requirements”?
2. Do we agree with requiring math, writing, communication and ethical reasoning?
   
   a. If yes, do we agree with the proposed course/credit level?
   
   b. If no, what should be removed?
3. Is anything missing (i.e., should we require another fundamental skill and competency/requirement)?

Students will complete:

A. Fundamental Skills and Competencies

1. Mathematics competency. See current catalog. This contributes to Outcome 1: Knowledge of Human Culture and the Natural World and is an essential skill.

2. First-Year Writing Requirement: One semester of college-level composition or equivalent. This addresses Outcome 3: Effective Communication.

3. Communication-intensive requirement: one course or equivalent. This addresses Outcome 3: Effective Communication. One first-year writing course was deemed insufficient. Using “communication” here increases flexibility.

4. Ethical Reasoning (1 course, at least 1 credit). At least one course which includes a focus on all the following topics (from the AAC&U Ethical Reasoning VALUE rubric): ethical self-awareness, understanding different ethical perspectives/concepts, ethical issue recognition, application of ethical perspectives/concepts, and evaluation of different ethical perspectives/concepts. A minimum of one credit of the course must be dedicated to these topics. Courses meeting these requirements are by “ER” in the catalog. This addresses Outcome 4: ethical reasoning, and it contributes to Outcome 1a: knowledge of human culture. One credit was approved to allow ethical reasoning to be a part of an existing course and minimize the overall impact on campus resources.

1. Should the breadth requirements be allocated across the 5 (or 6 if Integrative Learning is approved) Liberal Education Learning Goals instead of the following content-based categories?

2. If we choose to allocate breadth based on content, do we agree with the specified categories?
   
   a. If yes, Do we agree with the proposed course/credit level?
   
   b. If no, what should be removed?
3. Is anything missing (i.e., should we require another breadth requirement)?
4. Do we agree with Arts and Humanities being combined?

B. Liberal Education Breadth Requirements

5. Arts and Humanities (2 courses outside the student’s major, at least 6 credits). This contributes to Outcome 1a: knowledge of human culture. ULEC was concerned that students may meet the distributional requirements with two courses in their own major and avoid all other related disciplines.

6. Social Sciences (2 courses outside the student’s major, at least 6 credits). This contributes to Outcome 1a: knowledge of human culture.

7. Natural Sciences (2 courses outside the student’s major, at least 6 credits). This addresses Outcome 1b: knowledge of the natural world.
8. Two courses in race, class, and/or gender equity studies. At least one of which will focus on the following ethnic groups in the United States: African-American, Native American, Asian-American, and Latino/a-American consistent with the UW-System’s “Cultural Diversity graduation requirement. Courses meeting this requirement are noted by “RCG” in the catalog. This contributes to Outcome 5a: develop knowledge for living in a pluralistic society and a globally interdependent world and Outcome 5b: develop and use skills for promoting equity, diversity, and inclusivity. Two courses were recommended because of the two distinct learning outcomes, because a single course requirement would focus on the state mandated groups, and because a single course was not deemed sufficient.

9. One global learning course or a study abroad experience. Courses meeting this requirement are noted by “GL” in the catalog. This contributes to Outcome 5a: develop knowledge for living in a pluralistic society and a globally interdependent world. It also supports Foundational Goal 3 of the Strategic Plan: Accelerate Global Learning.

Do we agree with the following statement:
No more than two courses of the 42 credits of LE course work may be completed from any single departmental or program course prefix. This ensures breadth while obviating discipline-based subcategories.

1. Do we agree with requiring one immersion experience and 30 hours of service learning?

C. Additional Requirements
One immersion experience. Immersion experiences may be completed by either coursework or non-coursework activities. The following experiences may meet the immersion experience criteria: study abroad, domestic intercultural immersion (including relatively short, inexpensive options), faculty mentored scholarly / creative activity, national student exchange, internships, student teaching, and clinical / field experience. Courses meeting the immersion experience requirement are noted by “IM” in the catalog.

Immersion experiences are a set of high-impact practices that have the potential for being transformative. Immersion experiences provide the “social context” for applying skills, as required by five of the eight learning outcomes.

They also address several core aspects of the university strategic plan. First, Foundational Goal 1 “Foster purposeful learning” includes creating “a richly integrated campus and beyond-campus experience for purposeful learners.” Second, Foundational Goal 2 “Promote Connected Learning” includes expanding “experiential learning opportunities; promote learning that ... connects the university and community.” Third, Foundational Goal 3: “Accelerate Global Learning” includes making “possible an international or multicultural immersion experience for all students.”

A wide variety of options for meeting these goals is more likely to be successful and sustainable than a rigid or narrow prescription.

30 hours of service learning. This also provides the “social context” for applying skills and contributes to Outcome 4b: use ethical reasoning. It also contributes to the strategic goal of connecting the university to the community, and it often contributes to Outcome 5a: develop knowledge for living in a pluralistic society and Outcome 5b: use skills for promoting equity, diversity, and inclusivity.
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<tr>
<td><strong>1. Knowledge of Human Culture and the Natural World</strong></td>
<td><strong>1a. students will develop a depth of knowledge about human culture.</strong></td>
<td>Arts and Humanities (2 courses outside the student’s major, at least 6 credits). Social Sciences (2 courses outside the student’s major, at least 6 credits).</td>
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<td><strong>1b. students will develop a depth of knowledge about the natural world.</strong></td>
<td>Natural Sciences (2 courses outside the student’s major, at least 6 credits).</td>
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<td><strong>2. Creative and Critical Thinking</strong></td>
<td><strong>2a. students will develop and use creative thinking skills in academic and social contexts.</strong></td>
<td>All courses Immersion &amp; service learning provide social contexts</td>
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<td><strong>2b. students will develop and use critical thinking skills in academic and social contexts.</strong></td>
<td>All courses Immersion &amp; service learning provide social contexts</td>
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<td><strong>3. Effective Communication</strong></td>
<td><strong>3. students will effectively write, read, speak and listen in academic and social contexts.</strong></td>
<td>First-Year Writing Requirement: One semester of college-level composition or equivalent. Communication-intensive requirement: one course or equivalent. Immersion &amp; service learning provide social contexts</td>
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<td><strong>4. Individual and Social Responsibility</strong></td>
<td><strong>4a. students will develop skills and values for ethical reasoning.</strong></td>
<td>Ethical Reasoning (1 course, at least 1 credit) Immersion &amp; service learning provide civic and professional contexts</td>
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<td><strong>4b. students will use ethical reasoning in civic and professional contexts.</strong></td>
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<td><strong>5. Respect for Diversity Among People</strong></td>
<td><strong>5a. students will develop knowledge for living in a pluralistic society and a globally interdependent world.</strong></td>
<td>Two courses in race, class, and/or gender equity studies One global learning course or a study abroad experience (i.e., immersion) Immersion &amp; service learning provide civic and professional contexts</td>
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<td><strong>5b. students will develop and use skills for promoting equity, diversity, and inclusivity in civic and professional contexts.</strong></td>
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<td>Proposed:</td>
<td><strong>6. Synthesize and transfer learning to new, complex situations within and beyond campus</strong></td>
<td>18 credits that may include any or all of the above Immersion &amp; service learning provide new, complex situations</td>
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