Liberal Education Presentation Questions

College of Business Parts 1 and 2

1. Can we expect that every graduate will have certain number of LELGs?
2. Are LELGs part of the university requirements?
3. Does the framework replace or layer on top of the existing GE?
4. How many credits does the framework end up being?
5. What is the expected implementation date?
6. How would students know how to select courses that fit the LELGs?
7. Would the new “categories” be the 6 goals?
8. What is the impact of the new liberal education program on the university requirements?
9. What are the two foundational principles?
10. Are we revising the service-learning requirement?
11. When will the learning outcomes be revised?
12. Do the goals mean throwing out the current GE and recreating it per LELG?
13. What is the different between Integrative Learning and Creative/Critical Thinking?
14. Will colleges be able to specify courses?
15. Will the new liberal education program be transfer friendly?
16. Could courses from all colleges contribute to liberal education?
17. Could Integrative Learning take place outside the LE core?
18. Can faculty provide input after the framework is up?
19. What is the distribution model?
20. What is the difference between Liberal Arts and the Liberal Education core?
21. Can professional colleges participate in the liberal education core?
22. Will the Math competency be set by the university or by the college/department?
23. What is meant by each bullet in Slide A?
24. Why is service-learning part of the framework?
25. How can we make explicit the potential for participation in the LE core?
26. Will the Degree Audit track how many credits a student has in each category? In each LE Learning Goal? Should it?
27. Should all course be integrative?
28. Are all the Slide B courses from Arts & Science?

College of Education and Human Services

1. Would LE core courses go through ULEC? What is the process?
2. How would LE be different from GE for professional colleges, which require specific GE courses?
3. Who completes the rubrics for all courses?
4. Do we have a systematic approach that assesses students? <Lack of support for sampling.>
5. How can we account for the narrowing budget for immersion experiences while simultaneously including immersion experiences as part of the requirements for LE?
6. How can we implement this proposal with a reduced budget?
7. Does the framework reduce the time to degree? How?
8. Does the framework reduce the required number of credits?
9. Wouldn’t accredited programs still have a large number of credits?
10. Why was “sexual orientation” omitted from LELG #5?
11. What is the status of the minor?
12. Where do you find the race, class, gender equity rubric?
13. What is the status of foreign language/foreign culture as part of the LE core?
14. Will use of the rubrics interfere with my academic freedom?
College of Arts and Sciences

1. If we take our current GE credits and add on the university credits, what is the total number of credits?
2. Will the minor requirement be omitted?
3. Do the 18 credits of Integrative Learning come from outside the 42 LE core credits?
4. How would you deal with student-faculty collaborative research, since it has not credits assigned to it?
5. If a student takes a 399/499 Independent Learning course, would that course count towards Integrative Learning?
6. Breadth Requirements Slide
   a. Could students double dip with the core courses and breadth-requirement courses?
   b. Is “less than 2 courses outside the major” necessary? Could UWEC produce depth rather than breadth?
   c. By “outside major,” do you mean “prefix,” since some majors require multiple prefixes?
7. Additional Requirements Slide
   a. Could study abroad count for both global and immersion?
   b. What evidence do we have to support service-learning?
   c. What is meant by an immersion experience?
   d. Would an immersion experience count toward a 2-prefix limit?
   e. How does service-learning fit into the Liberal Education Learning Goals and Outcomes?
   f. What is the quality threshold for determining whether immersion experiences count toward LE?
   g. Why is service-learning privileged by holding 30 hours? Should it be rolled into the immersion experiences and be required to meet a quality assessment?
   h. What is the intent of service-learning: to build student engagement with society or to be immersed in a learning experience?
   i. Would an internship qualify as an immersion?
8. Slide A
   a. “Fundamental Skills & Competencies” is problematic. The first-year writing requirement is not a “competency.”
   b. By “communication-intensive requirement,” it seems as if we’re providing multiple ways, other than taking a foreign language, of achieving that requirement. Will the framework enable avoidance of a foreign language?
9. Slide B
   a. What is the difference between the current GE program and what is being proposed?
   b. Where does Foreign Language fit into the framework?
   c. Why are “Arts and Humanities” together? What does that mean?
   d. Liberal Education means “courses in ______________.” Could a student graduate without breadth if Arts and Humanities are not together?
   e. Do students have the knowledge to design a liberal education, given so much flexibility? Could they graduate without taking any courses in __________.? <Response: LE will be able to control breadth by controlling the number of courses within each prefix.>
   f. Global Learning: what is represented by global learning? What courses and experiences would count? What is the quality threshold?

College of Nursing and Health Sciences

1. How are you defining immersion experiences? Would Nursing field experiences count as immersion?
2. Could a Nursing course qualify as a Liberal Education course (e.g., under the “Knowledge of Human Culture and the Natural World” or the “Individual and Social Responsibility” goals)?
3. Is there a university requirement or guideline for what qualifies as a “capstone” course? OR How can you define whether a course qualifies as an “Integrative Learning” course?
4. What is the status and future plan for the liberal education reform process?
Professional and Academic Staff

1. How does “Integrative Learning” fit within the 42 credits?
2. **Contextual Statement:** Half of our freshman come in with .5 to 1 year of college credit; what about transfer students? How does the proposed framework deal with these students?
3. How is the proposed model different from a distribution model?
4. **Statement:** Students already mentally combine the General Education and University requirements—by combining them into the Liberal Education framework, we’re just keeping up with them.
5. **Statement:** Keep the 18 credits open
6. **Statement:** Departments can still double/triple dip by proposing courses that address multiple liberal education learning goals

**Input from A&S Chairs (notes taken by Brandt)**

Positive Comments:
- one Chair said his faculty were more comfortable with the proposed framework than they had expected to be (Is that “damning with faint praise”?)

Issues/Concerns/Criticisms:
- some think the restriction to just 2 courses from a single prefix to meet Lib Ed Core requirements is too restrictive; particular concerns were expressed about HNRS and IDIS prefixes.
- some are frustrated that ULEC, despite being asked to do so, has not separated the Arts and Humanities into two "categories" in the Breadth Requirements.
- Related to the above, some object to requiring 2 Race/Class/Gender courses when there are only 2 courses required from all of the Arts and Humanities disciplines (departments). I think I heard a suggestion to propose a 2-2-2-2 course requirement from Natural Sciences/Social Sciences/Humanities/Art.
- Some are of the opinion that the Natural Science requirement should include a requirement that at least one course have a lab. There is research to support the contribution of labs to specific learning outcomes that involve critical thinking/testing/analysis. Others disagree.
- Evidently ENGL, MATH, and CJ do not wish to be classed in the "Skills and Competencies" category; those terms are distasteful if not insulting. (It may be advisable to find some different ones. I have no suggestions, being personally comfortable with terms like competencies and skills which are important concepts to practice disciplines, along with other concepts like clinical reasoning, clinical judgment, etc. Wiser heads than mine will need to suggest/negotiate acceptable words.)
- If the Communication LELG outcomes use terms like "write, speak, etc." then we need to require courses that teach writing and speaking. If we don't intend to require a course on speaking then we should lose the term in the outcome.
- CAS requirements such as the Foreign Language requirement for BAs may be problematic and will take some careful thinking by members of the College.
Hi all:

I have a couple suggestions based on the latest roll out of the Liberal Education framework presented yesterday at the Arts and Science College Meeting. Forgive me if I was supposed to offer feedback in some other way; I wasn't able to stay to the end of the meeting to hear that part.

I have three issues:

First, as I noted in the meeting, the language “Fundamental Skills and Competencies” is a problem. I took a look at the LEAP initiative documents and didn’t find this particular language in there, but I could have missed it. Based on the LEAP documents, I might suggest that we try something more like “Intellectual Foundations” for this portion of the framework.

With the first-year writing program, we are trying to move away from this concept of “competency.” The heading “Intellectual Foundations” would work better to support the ways in which we are approaching our new curriculum. This heading would also allow math to stick with the current “competency” language in its own separate bullet point for reference to the current language in the catalog for the math competency requirement.

Second, throughout the framework and the documents, we would very much like to remove references to the “English” requirement. We would prefer that the references are to the “writing requirement.” While the main course that fulfills this requirement is indeed an English course, the requirement is not exclusively that of the English department or programs. Much of our work with curricular reform for the writing requirement is working to move away from thinking of the course exclusively as an “English” class. We hope that University documents can support this curricular move.

Finally, we have been part of tweaking this language many times, but we have yet another new suggestion for the description of the first-year writing requirement. It is:

First-Year Writing Requirement: an approved first-year writing course or courses, or equivalent.

The “one semester” language could prove to be an issue with transfer students. We are still working on all of our reform efforts but we see several possibilities for equivalents such as a writing-intensive bundle or an outcomes-based portfolio.

Thanks for being open to suggestions. I really appreciate it.

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