APC Issues Regarding Liberal Education Reform

APC Notes:

- APC will determine (in collaboration with ULEC) the number of learning experiences (course-based or out-of-class) associated with each learning outcome; ULEC will determine the approval process for both course-based and out-of-the-classroom liberal education learning experiences. See below for ULEC responsibilities.
- Out-of-the-classroom experiences must adhere to the same approval process (through the University Liberal Education Committee) as do courses applying for “Liberal Education” designation.
- A 2-dept/prefix restriction (or 3???) on the number of liberal education learning experiences ensures breadth of knowledge. Consider the following option: “To ensure breadth of liberal arts knowledge, each candidate for a baccalaureate degree must include a minimum of six unique prefixes to fulfill the liberal education learning outcomes.” A third option is credits (which the Registrar’s Office indicates works for them): “No more than 10 credits per prefix can count towards the liberal education core.”
- In the event the liberal education learning outcomes are fulfilled with less than the minimum number of credits we specify (e.g., via some non-credit-associated liberal education learning experiences), then the student can pursue courses in another area of interest (within the 2-dept/prefix restriction).
- Colleges have the ability to add college-level requirements (e.g., the BA program in the College of Arts and Sciences requires language; all College of Business students need more math and science).
- How much overlap are we going to allow between number of credit-based liberal education learning experiences and a student’s major prefix?
- How many non-credited learning experiences currently exist on our campus?
- What impact will non-credited learning experiences have on faculty/staff load? What structure do we have in place to recognize the faculty/staff work involved in administering an approved learning experience?
- Find out how GE transfers would fit into this model. <Follow up response: courses transferring in as the equivalent for a UWEC course associated with a liberal education learning outcome will automatically satisfy the corresponding outcome.>
- How would this model work with online students (e.g., in Nursing)?
- Could ULEC design credit equivalents for non-course-based learning experiences to prevent a “penalizing” effect for participating in non-credited learning experiences?
- What will our university do as far as an intermediary assessment between the liberal education core and graduation (assuming the discipline-specific capstones can serve as final assessments).
- How can we address the Integrative Learning outcome? We currently have the following, which Duffy indicated was not sustainable: Liberal Education Breadth Requirement comprising 18 credits of intentionally designed, integrative learning Arts and Sciences experiences with 6 credits in each of the following three major categories: Arts and Humanities, Social Sciences, Natural Sciences.
- Since the requirements can be fulfilled via a liberal education learning outcome, do we need to specify the requirements? Can they be seamlessly embedded within the outcomes?
- If we are focusing on liberal education learning outcomes, then is it necessary to specify the method (course-based or out-of-the-classroom experience) by which a student demonstrates proficiency with an outcome?
- Could we change the “Mathematics and/or Statistics Requirement” to something else? Statistics ARE mathematics.
- Is there any way we can represent K2 and K4 as “combined” as far as course selection is concerned?
- Remaining tasks:
  - Determine what to do with the two 1-credit requirements passed via the straw-poll votes: oral communication and ethical reasoning
  - Finalize number of learning experiences associated with each outcome

Beyond the scope of APC; more aligned with ULEC

- ULEC determines criteria for courses or experiences to be listed as LE (Liberal Education)
- ULEC (in conjunction with relevant stakeholders) creates rubrics
- ULEC determines how many elements of each rubric should be assessed per course/experience
- ULEC ensures adequate coverage of all liberal education learning outcomes
- ULEC determines how may outcomes can be fulfilled via one approved liberal education learning experience