APC Issues Regarding Liberal Education Reform

APC Tasks/Decisions
1. Determine what to do with the 1-credit ethical reasoning requirement passed via the straw-poll.
2. 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?
3. Could we change the “Mathematics and/or Statistics Requirement” to something else? Statistics ARE mathematics.
4. Is there any way we can represent K2 and K4 as “combined” as far as course selection is concerned?
5. How many learning experiences (course-based or out-of-class) associated with each learning outcome. One learning experience can satisfy up to two liberal education learning outcomes.
   a. From Lori: Why are we specifying 2? Is it for ease of assessment (based on Nebraska model)? Is it to force a certain number of credits/prefixes/breadth? My problem with the 2-outcome limit is that classes can very legitimately address more than two outcomes. For example, a faculty member in History could teach a course on the African American experience as part of a bundle. This class clearly addresses K2, R1 (and R/C/G), and IL 1. If we limit the class to just 2 outcomes, I believe this is very artificial for students. That is, students should know exactly what they’re getting from their education. And the catalogue, degree audit, etc. should reflect all outcomes that a class legitimately addresses for the students’ benefit, whether or not the faculty choose to assess all of the outcomes.
6. Should we align the lab-science requirement with K1? If not, then where?
   a. From Lori: Science chairs indicated during an APC meeting last spring that lab science does not have to come just from the natural science. Social sciences like psychology offer lab experiences that are parallel to those offered in the natural sciences (including live animals, equipment, and scientific methods).

7. To prevent students from incorrectly thinking that incoming life experiences could be “learning experiences” that fulfill a liberal education learning outcome, we need to include text specifying ULEC-approved. We could use something like the following: The University Liberal Education Committee will determine the approval process for both course-based and out-of-the-classroom liberal education learning experiences. Out-of-the-classroom experiences must adhere to the same approval process as do courses applying for “Liberal Education” designation.
8. Through the discussion of the ULEC proposal, we started labeling two things that started to look like university requirements: “Race, Class and/or Gender Equity” and “Global Learning.” The first has been highlighted in an end note while the second has been folded into an outcome. We need to decide what we want to do with these two—how many different requirements we want to highlight and emphasize in what we currently have as end notes.

Broader Implementation Questions:
1. 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). Still allowed?
2. 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?
3. How would this model work with online students (e.g., in Nursing)?
4. 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)?

Beyond the scope of APC; more aligned with ULEC
- ULEC determines criteria for courses or experiences to be listed as LE (Liberal Education).
1. ULEC will determine the approval process for both course-based and out-of-the-classroom liberal education learning experiences. 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.
2. ULEC (in conjunction with relevant stakeholders) creates rubrics
3. ULEC determines how many elements of each rubric should be assessed per course/experience
4. ULEC ensures adequate coverage of all liberal education learning outcomes
5. ULEC determines how may outcomes can be fulfilled via one approved liberal education learning experience
6. 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. Could ULEC design credit equivalents for non-course-based learning experiences to prevent a “penalizing” effect for participating in non-credited learning experiences?
APC DECISIONS

1. 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. 1/29/2013. 3 learning experiences separate from Knowledge outcomes

2. 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? embedded

3. 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.” 12/11/2012. Liberal education core will include no prescription or limitation on the number of courses or credits that students can take from any single departmental or program course prefix. Vote: yes-9; No-0. Motion supported.

4. Determine what to do with the 1-credit oral communication requirement passed via the straw-poll. 1/22/2013: provide for two learning experiences for Skills 1 and omit specific reference to “oral communication.”

5. In the catalog, should we include the university-requirement details as footnotes connected to specific learning outcomes? 2/5/2013. University-requirement details linked to outcomes via superscript numbers denoting end note location

6. How many non-credited learning experiences currently exist on our campus? Per Bob Knight—perhaps about 200-300 students per year would be impacted by non-credited learning experiences. Living Learning Communities are an area of opportunity. Per data sheet provided by Karen Havholm—76 total freshman/sophomore students participated in the Undergraduate Research in 2010. The percentage of sophomores participating in undergraduate research increases about 1% a year.

7. 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.>