Proposed LE Framework Amendment – New Framework in lieu of APC’s or Chair’s - Preamble:

UWEC has adopted the AAC&U’s LEAP initiative. We are LEAP institution within a system which has also adopted LEAP. LEAP is an outcomes based approach to Liberal Education. The idea is that all courses/experiences (credit bearing or co-curricular experiences) at the university whether inside or outside of a students’ major or minor program of study will contribute in some way to whatever set of learning outcomes a particular university adopts.

LEAP starts with the concept of providing a common foundational core set of courses/experiences which are meant to provide a basic level of assessable knowledge regarding each of the outcomes that the university adopts. These offerings are meant to be available to all students across the university and taken within their first few semesters.

Unfortunately, both frameworks (APC’s and the Chairs’) appear to promote providing much more than a basic foundational level of knowledge for the learning outcomes. They do this by making the student prove they have met the same outcome over and over and in some cases over again. Equally unfortunate is the fact that the only way that these frameworks can be supported is to allow (in effect require) that all courses/experiences meet more than one outcome. To graduate in 4 years for a 120 credit degree would be impossible without double or triple dipping with the two existing proposals: watering down the level of attainment of any outcome given there are only so many hours in any given class. So the more outcomes being met by one single course/experience means reduced coverage of those individual outcomes.

The proposal below not only fully integrates the LEAP philosophies expressed above, but provides flexibility for students to gain depth of coverage of the University and LE Core Goals and their related outcomes through chosen majors, minors, certificate programs and other credit bearing courses or co-curricular experiences. All courses at the university should speak to the University and LE Goals in some way. The way a student will eventually reach a command level of knowledge of any given outcome is not from repeating the same foundational level based coursework multiple times, but through courses which draw upon and expand upon that foundation through the students chosen major and minor programs of study.

Proposed Amendment – Adoption of a New Framework replacing APC and Chairs proposals:

Adopt the following proposed framework:

A. For each of the Eleven Learning Outcomes, a student must complete one credit bearing course or Co-curricular Experience which has been approved/certified as meeting that outcome.

B. A credit bearing course or Co-curricular Experience can be approved/certified to meet a maximum of two outcomes, but a student can only use any single course or co-curricular experience to meet a maximum of one outcome.

C. Students are required to have a minimum of 30 credits coming from approved/certified LE Core credit bearing courses.
D. Students need to meet the entire LE Core before completion of their sophomore year, with the exception of Learning Outcome I (Integration), which needs to be completed prior to graduation.

E. Students are required to meet the University Requirements for Writing\(^1\), Mathematics\(^2\), Race Class Gender and/or Sexuality Equity\(^3\), and Service Learning\(^4\).

F. Every course at the university with a prefix of 100 or greater is required to address\(^5\) at least one LE Outcome (not be approved as part of the LE Common Core, simply cover at least one outcome in some way), and list that outcome in the syllabus for that course.

1 **UWEC Co-Curricular Experience Defined:**
   - In its broadest sense, a UWEC LE Co-Curricular Experience occurs outside the typical classroom, fosters growth and development of the student, has a deliverable academic outcome, and is overseen by a faculty member of the institution supervising the work. The experience can range from being a one to three (or more) credit hour curricular offering to an equivalent documented non-credit bearing co-curricular experience.

   The co-curricular experience receiving UWEC LE credit is expected to be offered in an academic context. Examples of the types of co-curricular experiences that might be UWEC LE-certified include, but are not limited to freshman seminars, first year experiences, independent study, domestic and international undergraduate research, study abroad, internships and service learning.

   - A Co-Curricular Experience proposed to meet a UWEC LE- outcome requirement must meet one of the UWEC Learning Outcomes, in the same way that a certified UWEC LE standalone course must meet that same respective outcome.

   - A Co-Curricular Experience can only be used one time to complete one UWEC LE- outcome.

The University Liberal Education Committee (ULEC) is responsible for determining which learning experiences (credit bearing courses and co-curricular experiences) qualify. These learning experiences are identified in the Undergraduate Catalog by the presence of a code that indicates which liberal education outcome they meet (e.g., K1 for Knowledge Outcome1).

2 **UNIVERSITY WRITING REQUIREMENT**

Students satisfy the University Writing Requirement by fulfilling the University Writing Program outcomes in one of two ways: 1) completion of a Blugold Seminar in Critical Reading and Writing course with a grade of C (not C-) or above; placement in the Blugold Seminar in Critical Reading and Writing is based on English Placement Test scores (UWENGL), English Advanced Placement exam scores, or previous composition credit as determined by the English Department; or 2) achieving a satisfactory score on the University Writing Program Portfolio. All students are eligible to submit a University Writing Program Portfolio to modify placement in the Blugold Seminar in Critical Reading and Writing. See English Department guidelines for details. All students must satisfy the University Writing Requirement before completion of the sophomore year.
3 UNIVERSITY MATHEMATICS AND/OR STATISTICS REQUIREMENT

The University Mathematics and/or Statistics Requirement must be completed before the end of the sophomore year. The University Mathematics and/or Statistics Requirement can be demonstrated by completing an approved university-level mathematics and/or statistics course with a grade of C (not C-) or above, or a mark of S. The Colleges and some programs have selected specific mathematics and/or statistics courses that fulfill the requirement for their majors. For information, consult the appropriate College or Department section of this catalog. For information on the placement test used to place students into appropriate math courses, consult the Department of Mathematics or the Advising and Academic Testing office.

4 UNIVERSITY RACE, CLASS, GENDER and/or SEXUALITY EQUITY REQUIREMENT

Three credits of course-based learning experiences are required to fulfill the University Race, Class, Gender and/or Sexuality Equity Requirement, prior to completion of the students sophomore year. The equivalent of a least three credits of content in a course or courses must address the following groups: African American, Hispanic American, American Indian, and/or Asian American, in order to fulfill the UW System three-credit “Design for Diversity” requirement. Some Colleges have identified specific courses that fulfill the requirement for their majors. Students should consult with their advisers for details.

5 UNIVERSITY SERVICE-LEARNING REQUIREMENT

The service learning requirement has to be met prior to graduation (for service learning experiences approved to be a part of the LE Core, they must be completed prior to the end of the students’ sophomore year in order for them to be used in fulfillment of a particular learning outcome by a student). All candidates for the baccalaureate degree at the University of Wisconsin-Eau Claire must satisfactorily complete 30 or more hours of approved service-learning activity. This requirement is intended to provide students with an opportunity to serve their community, apply knowledge gained in the classroom, enhance their critical thinking skills and become informed, active, responsible, and ethical citizens. A guidebook available at the Center for Service-Learning’s website outlines the UW-Eau Claire service-learning graduation requirement and describes the procedures for its completion. This information is provided to assist students, faculty/staff members, and community project supervisors in designing and undertaking projects that provide both rich experiences for UW-Eau Claire students and substantial benefits for the community.

6 Addressing LE Outcomes

Building onto the foundation established by the LE Common Core requires a commitment from the entire university to address the learning goals and outcomes in every class taught at the institution which counts toward a students’ graduation requirements. While the LE Common Core provides a basic level of attainment toward each outcome, it is through the other credit bearing courses and co-curricular experiences that each of our students takes inside and outside their major and or minor fields of study which enables the student to have attained command level knowledge surrounding each outcome.