REPORT FOR THE UNIVERSITY SENATE

University Senate Committee: Academic Policies Committee

Brief History of Issue - why the issue is being considered:

- The University of Wisconsin—Eau Claire has been working on liberal education reform since before 2005.
- The first major step our university took toward liberal education reform was in December 2012 when the University Senate adopted new liberal education learning goals and outcomes.
- The next step toward liberal education is specifying requirements associated with the new liberal education learning goals and outcomes. This proposal for liberal education reform provides that detail.
- Following approval of the liberal education core requirements, the University Liberal Education Committee will commence work on evaluating proposed learning experiences for inclusion in the liberal education core.

Points Discussed by Committee:

Please see the attached “Liberal Education Reform Information Sheet” for points discussed by the Committee over the past year.

Pros of Recommendation:

1. The focus of the liberal education core is on outcomes rather than seats in a course, which has the following benefits:
   a. Increased flexibility for students to tailor their liberal education core to their academic goals.
   b. Less complexity for students and advisors when planning a student’s academic career.
   c. Students understand why they are taking a course (or another type of learning experience) and why it is important for their overall learning (what they should be able to know or do before graduating from UWEC).
   d. Outcomes represent University of Wisconsin—Eau Claire values. Students’ proficiency towards attaining those outcomes can—and will be—measured.
   e. An outcomes-based liberal education informs students, parents, the community and our legislature what our students will learn from earning a baccalaureate degree here.
   f. Improved retention rate is a side effect of the higher quality education students receive with an outcomes-based approach.

2. A phased-approach implementation of the new liberal education core has the following benefits:
   a. Provides faculty with the time needed to revise assignments and/or courses
   b. Provides time to collect data effectiveness of learning experiences and outcomes
   c. Aligns the second phase with the scheduled University Senate reassessment of the liberal education learning goals and outcomes
Cons of Recommendation:

1. Liberal education reform is a big change and our university does not have all the answers. We will be in a position of adjusting the processes as we go. This type of change causes anxiety in many.
2. We currently lack sufficient resources to fully implement the liberal education reform with all the values; therefore, a phased approach as a compromise is less than ideal but is a feasible strategy to implementation.

Technology/Human Resource Impact:

1. Many of the current GE courses will require some revision in order to meet the new liberal education learning outcomes.
2. New courses might need to be developed.
3. The Registrar’s Office will have to reprogram the CampS system to accommodate the requirements associated with the approved learning outcomes.

Committee Recommendation:

Approve the requirements of the liberal education core and corresponding changes to the text in the Undergraduate Catalog as indicated, with implementation occurring in two phases:

Phase 1 of the liberal education core, effective for Catalog 2015-16, will require:
- Knowledge Outcome 1: 2 learning experiences
- Knowledge Outcome 2: 2 learning experiences
- Knowledge Outcomes 3 and 4: 2 learning experiences
- Skills Outcome 1: 2 learning experiences
- Skills Outcome 2: 1 learning experience
- Skills Outcome 3: 1 learning experience
- Responsibility Outcome 1: 1 learning experience/3 credits
- Responsibility Outcome 2: 1 learning experience/3 credits
- Responsibility Outcome 3: 1 learning experience
- Integration Outcome 1: 2 learning experiences

Phase 2 of the liberal education core, effective for Catalog 2017-18, will require:
- Knowledge Outcome 1: 2 learning experiences
- Knowledge Outcome 2: 2 learning experiences
- Knowledge Outcomes 3 and 4: 2 learning experiences
- Skills Outcome 1: 2 learning experiences
- Skills Outcome 2: 1 learning experience
- Skills Outcome 3: 1 learning experience
- Responsibility Outcome 1: 2 learning experiences/6 credits
- Responsibility Outcome 2: 2 learning experiences/3 credits
- Responsibility Outcome 3: 2 learning experiences
- Integration Outcome 1: 3 learning experiences
University Graduation Requirements

BACCALAUREATE DEGREES AND LIBERAL EDUCATION

The University of Wisconsin-Eau Claire measures learning outcomes to ensure that its graduates have achieved a liberal education and prepared themselves to contribute to a complex society. Each graduate who has earned a baccalaureate degree will have met the four learning goals of our liberal education core and the 11 learning outcomes they comprise. The Liberal Education Core is designed to develop in students the skills, knowledge and values they will need to engage with and navigate in highly diverse communities and in a global society. Through the liberal education core, UWEC hopes to foster in every student the ability to think with intellectual rigor, creativity, and independence, to integrate and apply their knowledge, and to act as humane, thoughtful leaders in the community, the workplace, and the world of ideas. By beginning with the liberal education core and working toward its learning outcomes, students establish a foundation on which they will build the remainder of their academic studies. Students can complete the liberal education core requirements both by taking courses and by engaging in out-of-the-classroom learning experiences.¹

KNOWLEDGE GOAL: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

Knowledge 1 (K1): Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical or computational methods. Two learning experiences required, one of which must be a laboratory science.
Knowledge 2 (K2): Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions. Two learning experiences required.
Knowledge 3 (K3): Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.
and
Knowledge 4 (K4): Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact. Two learning experiences required.

SKILLS GOAL: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

Skills 1 (S1): Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies. Two learning experiences required, one of which must meet the University Writing Requirement.²
Skills 2 (S2): Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims. One learning experience required before the end of the sophomore year to meet the University Mathematics and/or Statistics Requirement.³
Skills 3 (S3): Create original work, perform original work, or interpret the work of others. One learning experience required.

RESPONSIBILITY GOAL: Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

Responsibility 1 (R1): Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity. Six credits of course-based learning experiences are required to fulfill the University Race, Class, Gender and/or Sexuality Equity Requirement.⁴
Responsibility 2 (R2): Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures. Two learning experiences, one of which must be at least 3 credits of course-based learning.
Responsibility 3 (R3): Use critical and creative thinking to address civic, social, and environmental challenges. Two learning experiences required, one of which must meet the University Service-Learning Requirement.⁵

INTEGRATION GOAL: Integrate learning across courses and disciplines, and between campus and community life.

Integration (I1): Apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts. Three learning experiences required.
SUMMARY OF GRADUATION REQUIREMENTS FOR BACCALAUREATE DEGREES

Credit Requirements

Minimum total for graduation .................................................................................. 120 credits

NOTE: Certain programs exceed this minimum.

Upper division credits (courses numbered 300 and higher) ........................................... 39 credits

Liberal education core ............................................................................................. a minimum of 40 credits

LIBERAL EDUCATION CORE REQUIREMENTS

Knowledge Goal
- Knowledge Outcome 1 .......................................................................................... 2 learning experiences
- Knowledge Outcome 2 ........................................................................................... 2 learning experiences
- Knowledge Outcomes 3 and 4 ................................................................................. 2 learning experiences

Skills Goal
- Skills Outcome 1 ...................................................................................................... 2 learning experiences
- Skills Outcome 2 ...................................................................................................... 1 learning experience
- Skills Outcome 3 ...................................................................................................... 1 learning experience

Responsibility Goal
- Responsibility Outcome 1 ...................................................................................... 2 learning experiences
- Responsibility Outcome 2 ...................................................................................... 2 learning experiences
- Responsibility Outcome 3 ...................................................................................... 2 learning experiences

Integration Goal
- Integration Outcome 1 ............................................................................................ 3 learning experiences

1 A learning experience comprises specific combinations of learning resources, tools, and activities guided by pedagogical models through which one can identify, to a certain extent, what one has learned. Learning experiences that fulfill students’ liberal education core requirements include both courses and non-course activities. Examples include traditional classroom instruction as well as out-of-the-classroom engagements such as First-Year Seminars and Experiences, Living-Learning Communities, Faculty-Student Collaborative Research, Study and Research Abroad, and Service-Learning. The University Liberal Education Committee (ULEC) is responsible for determining which learning 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 Outcome 1).

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.

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Six credits of course-based learning experiences are required to fulfill the University Race, Class, Gender and/or Sexuality Equity Requirement. The equivalent of at 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.

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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.

<Enter the rest of the Service-Learning text here. Don’t enter a list classes, as that will be continually updated in CampS.>
MOTION FOR THE UNIVERSITY SENATE

The Academic Policies Committee,

by a vote of _7__ for to __0__ against on March 5, 2013,

recommends that requirements of the liberal education core and corresponding changes to the text in the Undergraduate Catalog as indicated, with implementation occurring in two phases:

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<Enter the rest of the Service-Learning text here. Don’t enter a list classes, as that will be continually updated in CampS.>

Implementation Date: Phase 1: 2015-2016 Catalog; Phase 2: 2017-2018 Catalog

Signed: _______Jean A. Pratt_____
Chair of the Committee
Send to: University Senate Office