General Education Reform Committee
Final Report

National Context

- Peter Ewell (2004)
  - General Education and the Assessment Reform Agenda
- AAC&U (2006)
  - Shared Futures: General Education for Global Learning
- AAC&U (2007)
  - College Learning for the New Global Century
- George D. Kuh (2008)
- Paul L. Gaston (2009)
  - Revising General Education – And Avoiding the Potholes: A Guide for Curricular Change
• Fall 2006
  – University General Education Committee (UGEC) arrived at consensus that current GE system could be improved.
  – Target: retain breadth, but simplify the system and make it more coherent.

• Spring 2007
  – GE Reform workgroup charged to propose a revised GE system

• Summer 2007
  – Full-day Committee Retreat

• Fall 2007
  – GE Mission Statement developed

• Spring 2008
  – Boston AAC&U Gen Ed Conference (Feb 21 – Feb 23)
  – Survey of UW-EC Faculty & Staff

• Summer 2008
  – Minneapolis AAC&U Gen Ed Institute (May 30 – June 4)
  – Draft for Discussion – Creating Informed and Effective Minds
• **Fall 2008**
  – Attended AAC&U Institute on General Education
  – Tested plan against all majors
    • Found plan too complex
    • Released to campus to find likes/dislikes
  – Consultation with Paul Gaston

• **Spring 2009**
  – Focused plan on best features
  – Formed Think Tanks

• **Summer 2009**
  – Prepared final report

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• **HLC Self Study Survey and GE Reform**
  Survey both support three primary faculty desires
  – **Maintain breadth**
  – **Increase integration**
  – **Decrease complexity**

**We heard you!**
• Reaction to August 2008 Draft for Discussion
  – Maintain breadth (Succeeded)
    • Required distribution of knowledge
  – Increase integration (Succeeded)
    • Bundles
  – Decrease complexity (Failed)
    • Too many prescribed elements
      – Transitions, Gateway, Joy of Inquiry, Immersion
    • Too many measures to ensure coverage

• Why was the draft so complex?
  – Tried Culture Change
    • “Everything not in the major (or minor) is in General Education”
    • Not accepted by faculty
  – Current Culture
    • Major + Minor + University Requirements + General Education + Electives
  – Revised Approach
    • Provide Reformed General Education Framework
    • Reform Curriculum (2009-2010 Gold Arrow)
General Education Reform Framework

Students will achieve the General Education Learning Outcomes by completing **39 credits** of General Education (GE) course work that spans the natural sciences, social sciences, humanities, arts, and languages. This course work comprises **two Thematic Exploration Bundles** (with at least 12 unique credits in each) and 15 credits of **GE electives**. Each Thematic Exploration Bundle centers on a “big question” and is defined, developed, and delivered by team of educators. Students choose GE electives based on their individual interests. Together, the bundles and electives satisfy both the need for disciplinary breadth and the full array of learning outcomes in the GE program.
• Three Fundamental Shifts
- Letting Go of Perfection
  - All of students have experiences aligned with all the GE Knowledge Learning Outcomes
  - Most students have experiences aligned with most of GE Skills/Values Learning Outcomes
- Extending the Familiar to GE
  - Developed and delivered by community of faculty (like major/minor)
  - Criterion
    - Intentionality, Integrated Breadth, Depth, Timely Completion
- Outcomes-based Design
  - Embedded assessment
  - Not GE alone that achieves Liberal Education outcomes
• The Council Oak
  • One course from
    - AIS 101 – Introduction to American Indian History and Cultures
    - AIS/ANTH 325 – North American Indians
    - AIS/HIST 240 – American Indian History
  • One course from any three of the following:

Natural Science
- BIOL 331 – Trees and Shrubs
- BIOL 195 – Plants and Society
- BIOL 110 – Ecology and Evolution

Communication
- CJ 270 – Public Relations
- CJ 301 – Intercultural Communication
- CJ 408 – Persuasion

Culture
- ANTH 351 – Cross-Cultural Dynamics
- GEOG 188 – Cultural Landscapes of North America
- ANTH 463 – Religion and Culture
- RELS 290 – Sacred Earth, Religion and Nature
- RELS 330 – Indigenous Religions of the Americas
- POLS 250 – American Indian Politics
- POLS 314 – The Idea of Tolerance in the Western Political Tradition
- POLS 350 – Group and Minority Politics
- SOC 312 – Race and Ethnicity in the U.S.
- PHIL 150 – Logic and Critical Thinking
- PHIL 120 – Moral Problems in Contemporary Life

Literature
- ENGL 142 – Introduction to Literature of the American Indian
- ENGL 242 – The American Indian in Literature and Film
- ENGL 345 – American Indian Autobiography
- ENGL 346 – Major Works in American Indian Literature
- ANTH 351 – Cross-Cultural Dynamics
- GEOG 188 – Cultural Landscapes of North America
- ANTH 463 – Religion and Culture
- RELS 290 – Sacred Earth, Religion and Nature
- RELS 330 – Indigenous Religions of the Americas
- RELS 100 – Introduction to World Religions
- RELS 307 – Judaism
- RELS 309 – Islam
- HIST 192 – Origins of Current World Conflicts
- HIST 302 – Ancient Near Eastern Civilizations
- POLS 334 – International Political Economy
- FLG 101 – Introduction to Arabic

• Peace in the Middle East
  • Background: Six credits and two prefixes from
    - RELS 100 – Introduction to World Religions
    - RELS 307 – Judaism
    - RELS 309 – Islam
    - HIST 192 – Origins of Current World Conflicts
    - HIST 302 – Ancient Near Eastern Civilizations
    - POLS 334 – International Political Economy
    - FLG 101 – Introduction to Arabic

  • Middle East Today: Six credits from
    - GEOG 319 – Geography of the Middle East and North Africa
    - POLS 321 – Politics of the Middle East
    - POLS 336 – Arab-Israeli Conflict
    - WMNS 385 – The History of Middle Eastern Muslim Women
    - HIST 366 – The Middle East Since Muhammad

Study abroad may be substituted for up to six credits.
• The Physics of the Impossible
  – One of the following courses
    • PHYS 100 – Physical Science
    • PHYS 211 – General Physics
    • PHYS 231 – University Physics I
  – One course from three of the following

Philosophy
PHIL 316 – Metaphysics
PHIL 343 – Philosophy of the Mind
PHIL 355 – Philosophy of Science

Story Telling
ENGL 220 – Introduction to Creative Writing
ENGL 272 – Perspectives in Popular Texts
ENGL 305 – Communicating Scientific Subjects to General Audiences
ENGL 380 – Studies in Film
ENGL 413 – Writing for Children

Business
BCOM 206 – Business Writing
MGMT 271 – Introduction to the Entrepreneur Process and Mindset
MKTG 330 – Principles of Marketing

Natural Science
GISC 100 – General Biology
BIOL 110 – Ecology and Evolution
CHEM 100 – Chemistry: Issues and Answers
CHEM 103 – General Chemistry
CHEM 115 – Chemical Principles
GEOG 104 – The Physical Environment

Cognition and Development
PSYC 230 – Human Development
PSYC 302 – Principles of Learning
PSYC 331 – Child Psychology

Interaction
SOC 101 – Introduction to Sociology
SOC 242 – Contemporary Social Problems

The Physics of the Impossible

“Where’s the beef?”
  – GE Committee is Vegetarian
    • Faculty must define the curriculum
    • Administration must marshal resource implications
  – Parallel Curricular Reform
    • Enormous campus dialogue with substantial and concrete results
      – The Centennial Plan
      – The HLC Self Study
      – Intercultural Immersion Task Force
      – Workgroup 2
      – Curriculum Committees
      – Think Tanks
      – and many others…
Curricular Reform

2009-2010 Gold Arrows

- Reduce course load for students beginning fall 2012. This includes:
  - online of General Education, and student experiences in support of four year progression.
  - linking credits for academic progress in curricular experiences.
  - mapping students to engaging programs or requirements.
  - increasing student retention rate.
  - enhancing and retaining students in education and transition to new educational programs.
  - developing and implementing flexible, project-based, graduate-level training allowing opportunities to test that will allow students and advisors to implement learning plans.
  - integrating 18 academic courses into student's breadth and depth of curriculum.
  - increasing accessibility and visibility of global and consciousness development experiences for all students.

- Train students, and support them to think critically.
- Develop and implement an active and distinctive curriculum based on the theme of 'Education, Learning, and the Commonwealth'.

- Develop and implement a comprehensive campus model that integrates sustainable practices and environmental sustainability.

- Assess and continually monitor the progress and impact of the Commonwealth Plan.
University Graduation Requirements

The Eau Claire Way?

• Credits
  – Minimum 120 Credits
  – Minimum 39 Upper-Division Credits

• Curricular
  – English Competency (4-5 credits, two options)
  – Mathematics/Statistics Competency (3+ credits, two options)
  – Foreign Language/Foreign Culture (9+ credits, four options)
  – General Education (39 credits, dozen+ options)
  – Cultural Diversity (3 credits) three options
  – Service Learning (30 hours, two options)
  – Wellness and Physical Activity (2 credits, two options)
  – Major-Minor (60 credits, three options)

Ongoing Faculty and Staff Dialogue

2009-10

Bundles

Joy of Inquiry Seminar

Transitions Experience

Co-curricular

Wellness and Physical Activity

Honors

National Student Exchange

Embedded Assessment

Equity, Diversity, and Inclusiveness

Faculty/Student Research

Domestic Intercultural Immersion

Four-Year Graduation

Study Abroad

Gateway Course

Minor

Master

Advising

Facilitated Learning