

PROPOSED
GENERAL EDUCATION CURRICULUM
University of Wisconsin – La Crosse
GENERAL EDUCATION WORKING GROUP
April 14, 2020

General Education Working Group Members (*Summer 2017-present*)

- Anne Galbraith, Biology, Chair
- Colin Belby, Geography & Earth Science
- Sam Cocks, Philosophy
- Natalie Eschenbaum, English
- Taviare Hawkins, Physics
- Shelley Hay, Global Cultures & Languages
- Adam Hoffer, Economics (*member since Fall 2018*)
- Heather Hulett, Mathematics & Statistics
- Kenneth Shonk, History

Former Members

Fall 2017

- Lauren Mason, student
- John Nunley, Economics

Spring 2018

- Aaron Bhatoya, student
- Nadia Carmosini, Chemistry & Biochemistry
- Laurie Miller, Economics

RESOURCES

The proposed program and its future visions require the following resources from Administration:

- support for a General Education Director--- UWL is the only UW campus that does not have at least a part-time administrative appointment (not reassignment) dedicated to this task; if we want this program to be monitored the way our other programs are, we need someone in charge of it
- a one-time influx of funds to support textbook purchase during implementation
- support for co-teaching and development of new courses for themes that are more inter-disciplinary
- support for FYS from all departments where there is desire by faculty to teach them
- support for scheduling flexibility

BACKGROUND

Part of the Strategic Plan (Goal #6 of the Advancing Transformational Education pillar) was to evaluate and revise the General Education program. In Spring 2017, a small group of faculty (Enilda Delgado, Colin Belby, Sam Cocks, Tav Hawkins, and Shelley Hay) attended the Association of American Colleges and Universities (AAC&U) Institute on General Education and Assessment at Loyola University in Chicago. When the group returned, they debriefed Provost Betsy Morgan and the Chair of the Faculty Senate at the time (Anne Galbraith) on what they had learned. Shortly after, Galbraith led a small group of nine faculty to begin working on developing a new model for General Education (Summer 2017). The group membership and its work was approved by Faculty Senate in Fall 2017. Minutes from the meetings of this General Education Working Group (GEWG) are posted at the General Education Revision web site (<https://www.uwlax.edu/faculty-senate/general-education/gened-program/#tm-gewg-meeting-minutes>).

With an ambitious timeline that was extended several times, the group was dedicated to the following self-developed task: “In an open and transparent way, collecting feedback from the campus, develop at least one proposal for a General Education program that will empower our students to see the value and interconnectedness of General Education.”

The goal, first and foremost, was to develop a General Education program that was more flexible and meaningful for students. We also wanted the new program to be more integrative than the current program and to engage students earlier in their college careers as to the purpose and value of General Education. Finally, we wanted to add appropriate and relevant High Impact Practices (HIPs) such as First Year Experiences that have been demonstrated to improve student learning and student retention (<https://www.aacu.org/leap/hips>).

Information Gathering

- We collected information at a Brainstorming Session in August 2017 where stakeholders from every department on campus and all academic offices were invited to discuss the strengths and weaknesses of our current General Education program, and to share their vision of a new program at UWL.
- We gathered research on General Education programs at other institutions such as California Polytechnic State University San Luis Obispo, Appalachian State University, the University of Minnesota system, the University of Colorado System, and other UW-System comprehensive schools, among others.
- We used information from the LEAP (Liberal Education and America's Promise) initiative through the AAC&U to help guide decisions about strong General Education curricula, program goals, and how to assess General Education (see Tables 1 & 2).
- We talked to staff members in UWL Admissions to take advantage of the redesign to improve the transferability of GE courses from other UWS schools.
- We ensured that the final program was compliant with the UWS policy for the Associates degree (see Appendix Table 3).
- We created a table that compares the proposed GE program to the current GE and Fall 2020 programs (see Appendix Table 4).
- Finally, we collected feedback during the process by soliciting feedback from campus stakeholders during open fora and student focus groups, constructing a Qualtrics survey for online feedback, and attending Chairs meetings with all four academic units. To the best of our ability, we listened to campus to produce a final product that is consistent with who UWL is as an institution, incorporates our university's mission and goals, builds on our strengths as a university, and enhances the high quality of our campus community.

MISSION STATEMENT¹

General Education (GE) is a common experience that fulfills UWL's vision as a student-centered university committed to a quality liberal arts education for the whole person. The program aligns with national best practices to ensure that UWL graduates develop: habits of mind essential for fostering intellectual curiosity, personal development, and professional success; creative and critical thinking; and foundations for ethical decision making. The proposed program supports integrative learning, and prepares students for civic engagement, leadership, and global stewardship. The program provides opportunities for students to work with peers and instructors from disciplines that complement their major field of study, preparing them for a work force that increasingly relies upon team work and interaction with people from diverse backgrounds. The program also demonstrates UWL's commitment to the Wisconsin Idea, in which our socially responsible campus serves as a resource for our intertwined local, state, and global communities, collaborating and sharing resources and expertise to improve the human condition.

PROGRAM GOALS²

Model interdisciplinary approaches of critical thinking to shape and inform a student's major course of study.

- Place foundational knowledge in larger contexts so that every GE course demonstrates the importance of a liberal arts education for the development of the whole person.
- Help students understand the value of the discipline being studied as well as its relationship to academic majors.
- Use tools of inquiry from multiple perspectives to develop and address questions that encourage intellectual curiosity and seek to improve the human condition.
- Develop creative and critical thinkers who engage in ethical and rational decision making in their chosen discipline.

Connect campus and academic life to local, regional, national, and/or international communities.

- Promote opportunities for civic engagement and leadership that are academically grounded and socially responsible to prepare students for their intellectual and professional lives.
- Educate students to draw upon multiple disciplines and cultural viewpoints as they collaboratively participate in a pluralistic society.
- Cultivate an understanding of, and engagement with, complex interdependent global systems to enable students to recognize themselves as stewards of the world.

Maintain a dynamic GE program to keep pace with the needs of ever-changing global networks.

- Support opportunities for cross-disciplinary teaching and learning to promote GE courses as interrelated.
- Model and encourage dispositions that generate lifelong learners who value innovation, flexibility, and adaptability.
- Ensure that the GE program aligns with best practices and continues to be effective, relevant, and transferable among UW-System schools through regular program-level review and reflection.

¹ Approved unanimously by UWL Faculty Senate on 10-4-18.

² Approved unanimously by UWL Faculty Senate on 10-4-18.

GENERAL EDUCATION AT UWL

The Mission and Vision Statements for the University of Wisconsin – La Crosse state that UWL is “committed to a quality education for the whole person” and that “the skills of effective communication, critical thought, leadership, and an appreciation for diversity must be the hallmarks of a UWL education.” The Mission and Program Goals of the UWL General Education Program are therefore, in spirit, humanistic, helping develop the whole person, seeking to improve the human condition, and creating stewards of the world. The General Education program is designed to afford students opportunities to learn from a broad swatch of disciplines and apply the ideas, approaches, and skills obtained to their major and future lives as citizens and community members. Courses in the General Education program will include content knowledge that supports these overall program goals and helps prepare students for a work force that increasingly relies upon team work and interaction with people from diverse backgrounds. In addition, the General Education program at UWL attempts to respond to more than 70 percent of employers surveyed who want colleges to place more emphasis on science and technology, teamwork skills in diverse settings, written and oral communication, critical and analytic reasoning, applied knowledge in real-world settings, global issues, information literacy, and creativity and innovation (<https://www.aacu.org/leap/presidentstrust/talkingpoints>).

UWL strives to achieve these mission and vision statements by developing a General Education curriculum that focuses on the following goals:

Model interdisciplinary approaches of critical thinking to shape and inform a student’s major course of study.

Across their General Education courses, students will learn the value of a liberal arts education while developing the skills to think critically and creatively, analyze data, evaluate evidence, conduct research thoroughly and with integrity, write and speak effectively, and use tools of inquiry from multiple perspectives and disciplines.

Connect campus and academic life to local, regional, national, and/or international communities.

General Education will offer a wide range of courses challenging students to make connections across their chosen course of study while drawing upon multiple disciplines and cultural viewpoints. Opportunities for civic engagement and leadership will be made available to prepare students for their intellectual and professional lives as stewards of the world.

Maintain a dynamic GE program to keep pace with the needs of ever-changing global networks.

In order to ensure that the GE program continues to align with best practices in the future, and remains effective, relevant, and transferable among UWS schools, the Faculty Senate will be responsible for ensuring assessment of the entire GE program every four years, and making needed modifications to the program in response to that assessment. A General Education Director would ensure historical memory and a guiding vision as the program continues to evolve.

PROPOSED GENERAL EDUCATION PROGRAM (in brief)

Minimum number of credits required to complete the GE program: 41 credits

These mission, vision, and goals statements were the basis for the development of the new General Education curriculum, where requirements were placed into three overarching categories:

First College Courses (13 credits) These foundational courses introduce skills early in a student's college career that are central to learning, analyzing, evaluating, integrating, and communicating information and knowledge. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years. Therefore, it is ideal that they be taken the first year of a student's college career.

University Core (16 credits) Students will take courses that expand their knowledge of disciplines and learn skills that will enhance their intellectual development. Collectively, these courses will place foundational knowledge in larger contexts and demonstrate the importance of a liberal arts education for the development of the whole person and their relationship to society.

Integrative Global Perspectives (12 credits) Students will use tools of inquiry from multiple perspectives to develop and address questions that encourage intellectual curiosity and seek to improve the human condition. The Perspectives courses will encourage students to connect campus and academic life to local, regional, national, and/or international communities. Courses will explore the interconnectedness of global systems to help students understand their sense of place in the world. One course must be taken from each category. At least three of the courses must be from different programs.

PROPOSED GENERAL EDUCATION PROGRAM (Detail)

Minimum number of credits required to complete the GE program: 41 credits

NOTE: The Learning Outcomes associated with each category are one model--GEC will make the final determination of which LOs fit with each category as described in the Implementation section on p. 13, item #1.

First College Courses (13 credits)

These foundational courses introduce early in a student's college career skills that are central to learning, analyzing, evaluating, integrating, and communicating information and knowledge. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years. Therefore, it is recommended that these courses are taken during the student's first year at UWL.

- **First Year Seminar** (3 cr) (Taken within the first year). This topics seminar focuses on developing the knowledge, experiences, and skills helpful for success at UWL, including learning strategies, community building, and academic inquiry. By exploring enduring questions students will learn the purposes and value of a liberal arts education. All new students and transfer students with less than 30 credits are required to take this course during their first year at UWL.

FYS 100

- LEAP Essential Learning Objectives:

- Inquiry and Analysis
- Critical and Creative Thinking
- Information Literacy
- Teamwork and Problem Solving
- Foundations and Skills for Lifelong Learning

- **Written and Spoken Literacy** (6 cr) (Taken within the first 60 credits). Reading, writing, speaking, and listening are used to effectively communicate ideas and to become educated citizens. These skills courses improve students' abilities to read, write, speak, and listen with clarity, precision, and depth of understanding. Courses in this area include FIRST COURSES in written and oral communication.

ENG110 or *ENG112* or Advanced Placement Writing (3 cr)

- LEAP Essential Learning Objectives:

- Inquiry and Analysis
- Critical and Creative Thinking
- Written and Oral Communication
- Information Literacy

- Foundations and Skills for Lifelong Learning

CST110 (3 cr)

- LEAP Essential Learning Objectives:

- Inquiry and Analysis
- Critical and Creative Thinking
- Written and Oral Communication
- Information Literacy
- Foundations and Skills for Lifelong Learning

- **Quantitative Reasoning** (4 cr) (Taken within the first 60 credits). Quantitative reasoning skills are vital for understanding and predicting many personal and societal conditions. Students will develop a habit of mind that includes analyzing, evaluating, and communicating situations logically and precisely. Courses focus on topics necessary to make informed decisions in today's world such as logic, numeracy, and statistics.

- LEAP Essential Learning Objectives:

- Knowledge of Human Cultures and the Physical and Natural World
- Inquiry and Analysis
- Critical and Creative Thinking
- Quantitative Literacy
- Teamwork and Problem Solving
- Foundations and Skills for Lifelong Learning

University Core (16 credits)

Students will take courses that expand their knowledge of disciplines and learn skills that will enhance their intellectual development. Collectively, these courses will place foundational knowledge in larger contexts and demonstrate the importance of a liberal arts education for the development of the whole person and their relationship to society.

- **Ethnic Diversity** (3 cr) (Recommended to be taken within the first 60 credits). An essential goal of general education is to improve students' understanding of and sensitivity to the intersections of cultural, and gender diversity and inequality in the United States. All students take at least one course that focuses on systems of oppression that impact communities of color in the United States or specifically attend to gender within communities of color. All courses in this category fulfill the UW System ethnic studies (ES) requirement for coursework centered on African-American, Latinx, Asian-American, or American Indians in the U.S.
 - LEAP Essential Learning Objectives:
 - Knowledge of Human Cultures and the Physical and Natural World
 - Inquiry and Analysis
 - Critical and Creative Thinking
 - Intercultural Knowledge and Competence
 - Foundations and Skills for Lifelong Learning

- **Mind & Body** (3 cr) UWL's official motto *Mens Corpusque* (mind and body) underscores the importance of the interaction between physical and mental well-being. Students will gain the knowledge and skills to improve their own well-being through the application of the dimensions of wellness (such as physical, emotional, intellectual, environmental, social, spiritual, occupational) and will recognize that individual decisions and actions impact the wellness of others.
 - LEAP Essential Learning Objectives:
 - Inquiry and Analysis
 - Critical and Creative Thinking
 - Foundations and Skills for Lifelong Learning

- **Arts and Aesthetics** (3 cr) The arts represent a fusion of the emotional, spiritual, and intellectual realities of the human condition. Study of the arts leads to heightened aesthetic experiences and deepens cultural understanding. This includes courses that focus on understanding, appreciating, and experiencing the fine and performing arts.
 - LEAP Essential Learning Objectives:
 - Knowledge of Human Cultures and the Physical and Natural World
 - Inquiry and Analysis
 - Critical and Creative Thinking
 - Foundations and Skills for Lifelong Learning

- **Experiential Science** (4 cr) As the health and prosperity of our society becomes more dependent on science and technology, individuals must be sufficiently knowledgeable about scientific facts and applications to make skilled decisions concerning their use. In these courses, students will learn content and principles within the natural sciences, how scientists use the scientific method as a way of understanding the world, and how to critically evaluate claims from a scientific perspective. Students will also experience the “doing” of science first-hand in a laboratory setting.
 - LEAP Essential Learning Objectives:
 - Knowledge of Human Cultures and the Physical and Natural World
 - Inquiry and Analysis
 - Critical and Creative Thinking
 - Quantitative Literacy
 - Teamwork and Problem Solving
 - Foundations and Skills for Lifelong Learning

- **Social and Behavioral Studies** (3 cr) It is important to gain a sound understanding of oneself in relation to others and an understanding of the social institutions that people create and which serve to influence our lives. In these courses, students will use critical analysis to investigate the influence of social institutions on personal attitudes, values, and behavior in order to gain an understanding of oneself in relation to others.
 - LEAP Essential Learning Objectives:
 - Knowledge of Human Cultures and the Physical and Natural World
 - Inquiry and Analysis
 - Critical and Creative Thinking
 - Civic Knowledge and Engagement – Local and Global
 - Foundations and Skills for Lifelong Learning

Integrative Global Perspectives (12 credits)

Students will use tools of inquiry from multiple perspectives to develop and address questions that encourage intellectual curiosity and seek to improve the human condition. The Perspectives courses will encourage students to connect campus and academic life to local, regional, national, and/or international communities. Courses will explore the interconnectedness of global systems to help students understand their sense of place in the world. One course must be taken from each category. At least three of the courses must have different prefixes. According to the AAC&U: *through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.*³

- **Global Emphasis** The Mission and Goals of the General Education program at UWL have a strong focus on preparing students to become responsible global citizens and thrive in an increasingly interconnected world. Students will: a) examine global systems; b) explore their place in the world and how their actions affect global systems; c) examine historic and contemporary global interconnections and the impacts of those interconnections on humans; **AND/OR** d) evaluate solutions to complex global problems in the human and natural worlds. Students can satisfy this requirement through: a) engaging in a study abroad experience; b) participating in an approved UWL Global Emphasis program or experience (detailed below); c) completing two Global Emphasis courses (defined below); **OR** completing one language course not taught in English at the 102/103 level or above.
 - LEAP Essential Learning Objectives:
 - Satisfying the Global Emphasis requirement should result in **TWO OR MORE** of the following outcomes:
 1. *1. Global Self Awareness*: Identify and explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.
 2. *2. Cultural Diversity*: Explain and connect two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.
 3. *3. Understanding Global Systems*: Analyze major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.
 4. *4. Applying Knowledge to Contemporary Global Contexts*: Plan and evaluate more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).
 5. *5. Skills-Empathy*: Recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.

Comment [Office1]: This modified description and suggested LEAP outcomes were proposed by the Internationalization of UWL Curriculum Group upon the request of the GE Working Group; their two original proposals are in the appendix

³ <https://www.aacu.org/value/rubrics/global-learning>

6. *Skills-Verbal and Nonverbal Communication*: Recognize and participate in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.

- Students must successfully complete at least one of the following:

1. Approved UWL Global Emphasis program or experience

a. Study Abroad (year, semester, faculty led program)

b. International Studies Minor (<https://www.uwlax.edu/international-studies/>)

c. Peace Corps Prep program (<https://www.uwlax.edu/peace-corps/>)

d. International Internship

e. Internationally Focused Research Capstone

f. Programs currently [available at UWL](#) or programs not currently available at UWL that may be developed could also be considered for inclusion by GEC (e.g., Global Citizenship Certificate Program)

2. One language course not taught in English at the 102/103 level or above; **OR**

3. Two Global Emphasis Courses with different prefixes (Language courses at the 101 level count as Global Emphasis courses).

- **The Stories We Tell** (3 cr) Literary texts (oral, written, cinematic, multimedia) imagine what it means to be human. Students will critically read a diverse range of creative texts to both extract and construct meaning. Literary analysis asks students to recognize and use a text's literary elements, to articulate the contexts that contribute to the text's meaning, and to consider how meaning differs depending on point of view.

- LEAP Essential Learning Objectives:

- Knowledge of Human Cultures and the Physical and Natural World
- Inquiry and Analysis
- Critical and Creative Thinking
- Written and Oral Communication
- Foundations and Skills for Lifelong Learning
- Integrated and Applied Learning

- **The Pasts That Define Us** (3 cr) The study of the global, interconnected past provides context for understanding the present: what is past is prologue. Students will utilize modes of inquiry to examine historical events and phenomena that have occurred across time and place. Students will construct an understanding of the past by developing historical questions answered through arguments supported by various forms of historical evidence and scholarly research.

- LEAP Essential Learning Objectives:

- Knowledge of Human Cultures and the Physical and Natural World
- Inquiry and Analysis
- Critical and Creative Thinking

- Written and Oral Communication
- Information Literacy
- Intercultural Knowledge and Competence
- Foundations and Skills for Lifelong Learning
- Integrated and Applied Learning

- **The Planet That Sustains Us** (3 cr) Understanding the interaction between humans and their environment is crucial to maintaining a sustainable use of natural resources for a healthy world. Students will learn about environmental issues that exist or are likely to arise in the future. Students will understand, and articulate perspectives on, the complex interactions between society and the natural world by synthesizing the scientific, ethical, and cross-cultural context of environmental matters.

- LEAP Essential Learning Objectives:

- Knowledge of Human Cultures and the Physical and Natural World
- Inquiry and Analysis
- Critical and Creative Thinking
- Ethical Reasoning and Action
- Foundations and Skills for Lifelong Learning
- Integrated and Applied Learning

- **The Cultures of Our World** (3 cr) We live in an interconnected world in which understanding of cultures and societies is essential. Students will explore cultural and ethical perspectives different from their own; reflect on how their own cultural rules influence their behavior and how others view them; and examine the ethical, social and environmental consequences of local decision-making on our interconnected world.

- LEAP Essential Learning Objectives:

- Drawn primarily from the AACU Intercultural Knowledge Value Rubric): Courses satisfying the Cultural Perspectives Category should result in **two or more** of the following student learning outcomes:
 - 1) *Perspective Taking*: Identify and explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems;
 - 2) *Personal and Social Responsibility*: Analyze the ethical, social, and environmental consequences of global systems and identify a range of actions informed by one's sense of personal and civic responsibility;
 - 3) *Applying Knowledge to Contemporary Global Contexts*: Evaluate more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific);
 - 4) *Knowledge – Cultural Self Awareness*: Recognize new perspectives about our own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer);

Comment [Office2]: This modified description and suggested LEAP outcomes were proposed by the Internationalization of UWL Curriculum Group upon the request of the GE Working Group; their two proposals are in the appendix

- 5) *Attitudes – Curiosity*: Ask complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives;
- 6) *Attitudes – Openness*: Initiate and develop interactions with culturally different others. Begin to suspend judgment in valuing her/his/their interactions with culturally different .

No change from current program:

- Writing Emphasis/Writing in the Major will continue as it currently exists
- BA/BS requirements will continue as they currently exist
- Courses can be taught in a language other than English

IMPLEMENTATION AND FUTURE VISION

Once the proposed General Education program is approved by Faculty Senate, the implementation process will begin. Implementation and future revisions to General Education should be the responsibility of the General Education Committee (GEC), ideally under the guidance of a General Education Director to maintain historical memory and a guiding vision as the program continues to evolve (see Program Goal #3).

The General Education program needs to be dynamic and ever-changing, and assessable. In other words, this proposal is a *start*. Once implemented, modifications can and *should* be made periodically to keep it fresh (see Program Goal #3). In order to ensure that the GE program continues to align with best practices in the future, and remains effective, relevant, and transferable among UWS schools, the Faculty Senate will be responsible for ensuring assessment of the entire GE program every five years *at minimum*, and making needed modifications to the program in response to that assessment. The Faculty Senate and Administration should consider the possibility of creating at least a part-time administrative position (*not* a reassignment) to ensure that there is a point person responsible for keeping the program updated as we continually update our departmental programs.

Implementation and Future Vision

1. The General Education Committee (GEC) is mapping the *current* GE program courses to the LEAP learning outcomes using faculty input. This information gathered in 2019-20 will help refine the proposed categories above, and the specific learning objectives assigned to each category. These decisions will be made by the GEC.
2. Departments/faculty will propose one category home for each of the General Education courses that they want to continue offering that is the best fit based on the category definitions and learning objectives (LOs). Courses as they are currently taught may need to be modified to fit the new definitions/LOs. The General Education Committee (GEC) will approve these placements prior to the implementation of the new program via a modified CIM form that will be developed by the GEC to reflect the new proposed categories and LOs. Faculty will not need to come before GEC to discuss the placements of their courses unless the GEC has questions.

3. The intent of the required Global Emphasis is to address the Mission and Goals of the General Education program more intently. The types of UWL-sanctioned experiences and courses that will count toward this requirement are listed in this proposal (and in more detail, in the appendix of this proposal) but will ultimately be determined by the GEC. The GEC will provide oversight of the Global Emphasis just as they do the current Writing Emphasis/Writing in the Major that is part of General Education.
4. After courses are placed, Records and Registration will have one year to code the new requirements into Wings. Once complete, the new GE Program will take effect in the subsequent Fall semester for all new incoming students. If a current student changes catalogs, they will also adopt the new GE Program, as would normally occur.
5. Currently, Information Literacy is covered briefly in the GE program as a small part of the CST110 course. The GEC has already begun discussing the addition of a 1-credit short (7 week) course in Information Literacy to the GE program to be taken within the first 30 or 60 credits, bringing the minimum credits required in GE to 42. GEC will continue this discussion during the implementation phase of GE revision.
6. Faculty should consider adding assignments/components to General Education courses that allow students to connect to their major course(s) (see Program Goal #1). The GEC may consider requiring that courses have such an assignment/component but that is up to the GEC.
7. We are encouraging faculty from various disciplines who teach courses in University Core and Integrative Global Perspectives to coordinate and develop courses to fit a common theme. A theme would be built into the current general education requirements by coordinating at least 3 courses. Themes would be developed by faculty and approved by GEC. (Examples of three possible themes can be found on the last page of the Appendix). In order for a student to receive the credit for the theme, there must be a coordinated assessable product from the theme courses, to be approved by GEC. Students would take at least three courses (minimum 9 cr) from three different departments/programs, but would not need to take the courses in the same semester. The theme topic would be reflected on their transcript. As students take these theme courses, they would develop a deeper understanding of the topic by studying it from multiple angles through different disciplines. Themes would be optional for students and their development would be based on mutual interest between faculty and students.
8. Other ideas that have come from our listening sessions with campus include adding a requirement for a service component, and/or an internship, and/or a research experience, and/or a General Education Capstone experience and/or an e-portfolio for assessment purposes and/or a Campus Read. Such additions appear to have wide support across campus and Institutional Research shows that most students already participate in some such program, and some UW-System schools currently have such a requirement. Before requiring such a program at UWL, more resources need to be in place to make sure all students have the ability to be involved.

9. Finally, Faculty Senate has elected to use the LEAP model for assessing our current and future GE program, which we heartily endorse. However, the GE Working Group would like to formally note that the LEAP outcomes as written, particularly for the Cultures of Our World category, should be modified at UWL to use more current language that does not imply that there is a “norm” and an “other”.

DRAFT

APPENDICES

TABLE 1: Mapping Proposed General Education Program to LEAP Essential Learning Outcomes*

	First College Courses			University Core						Integrated Global Perspectives			
	First Year Seminar	ENG 110/112	CST 110	Quantitative Reasoning	Ethnic Diversity	Mind & Body	Arts & Aesthetics	Experiential Science	Social & Behavioral Sciences	The Stories We Tell	The Pasts That Define Us	The Planet That Sustains Us	The Cultures of Our World
Knowledge of Human Cultures and the Physical and Natural World (Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts)				X	X		X	X	X	X	X	X	X
Intellectual and Practical Skills	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Inquiry and Analysis</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Critical and Creative Thinking</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Written and Oral Communication</i>		X	X							X	X		
<i>Quantitative Literacy</i>				X				X					
<i>Information Literacy</i>	X	X	X								X		
<i>Teamwork and Problem Solving</i>	X			X				X					
Personal and Social Responsibility		X			X	X	X		X	X	X	X	X
<i>Civic knowledge and engagement—local and global</i>									X				
<i>Intercultural knowledge and competence</i>					X						X		X
<i>Ethical reasoning and action</i>												X	X
<i>Foundations and skills for lifelong learning</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
Integrated and Applied Learning										X	X	X	X

* This is *one* working model but GEC and GEAC will establish the appropriate learning outcomes for the various categories.

TABLE 2: Mapping Proposed General Education Program to UW-System Requirements (modified LEAP Essential Learning Outcomes)

	First College Courses				University Core					Integrated Global Perspectives			
LEARNING OUTCOME	<i>First Year Seminar</i>	<i>ENG 110/112</i>	<i>CST 110</i>	<i>Quantitative Reasoning</i>	<i>Ethnic Diversity</i>	<i>Mind & Body</i>	<i>Arts & Aesthetics</i>	<i>Experiential Science</i>	<i>Social & Behavioral Sciences</i>	<i>The Stories We Tell</i>	<i>The Pasts That Define Us</i>	<i>The Planet That Sustains Us</i>	<i>The Cultures of Our World</i>
Knowledge of Human Cultures and the Physical & Natural World													
<i>Knowledge of Human Cultures</i>					X		X		X	X	X		X
<i>Knowledge of the Physical & Natural World</i>				X				X				X	
Intellectual and Practical Skills													
<i>Effective Communication *</i>		X	X							X	X		
<i>Critical and Creative Thinking</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
Personal and Social Responsibility													
<i>Intercultural Knowledge And Competencies</i>		X			X		X	X	X	X	X		X
<i>Individual, Social, and Environmental Responsibility</i>	X					X			X			X	
Integrated and Applied Learning **										X	X	X	X
* WE/WIM requirement													
** e-portfolio for GE program assessment													

TABLE 3: Mapping Proposed General Education Program to UW-System Associates Degree Requirements

	First College Courses				University Core					Integrated Global Perspectives			
Associates degree cr. req.	<i>First Year Seminar (3 cr)</i>	<i>ENG 110/112 (3 cr)</i>	<i>CST 110 (3 cr)</i>	<i>Quantitative Reasoning (4 cr)</i>	<i>Ethnic Diversity (3 cr)</i>	<i>Mind & Body (3 cr)</i>	<i>Arts & Aesthetics (3 cr)</i>	<i>Experiential Science (4 cr)</i>	<i>Social & Behavioral Sciences (3 cr)</i>	<i>The Stories We Tell (3 cr)</i>	<i>The Pasts That Define Us (3 cr)</i>	<i>The Planet That Sustains Us (3 cr)</i>	<i>The Cultures of Our World (3 cr)</i>
Knowledge of Human Cultures and the Physical & Natural World				X	X		X	X	X	X	X	X	X
<i>(18-25 cr)</i>													
Intellectual and Practical Skills													
<i>Effective Communication (6 cr)</i>		X	X							X	X		
<i>Critical and Creative Thinking (3-6 cr)</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
Personal and Social Responsibility													
<i>Intercultural Knowledge And Competencies (3-6 cr)</i>		X			X		X	X	X	X	X		X
<i>Individual, Social, and Environmental Responsibility (6 cr)</i>	X					X			X			X	
Integrated and Applied Learning										X	X	X	X



TABLE 4. Comparison of current GE program to current and Fall 2020 GE programs

Current GE Program (48 cr minimum)	Fall 2020 GE Program (42 cr minimum)	Proposed GE Program (41 cr minimum)
<i>Skills (13 cr)</i>	<i>First Year Seminar (3 cr)</i>	<i>First College Courses (13 cr)</i>
Literacy: tools for skilled communication (6 cr)	<i>Skills (13 cr)</i>	First year seminar (3 cr)
Mathematical/Logical systems and modern languages: tools for structured analysis and communication (7 cr) one course must be a math course	Literacy: tools for skilled communication (6 cr)	Written and spoken literacy (6 cr)
<i>Liberal Studies (26 cr)</i>	Mathematical/Logical systems and modern languages: tools for structured analysis and communication (7 cr) one course must be a math course	Quantitative reasoning (4 cr)
Minority cultures or multiracial women’s studies (3 cr)	<i>Liberal Studies (26 cr)</i>	<i>University Core (16 cr)</i>
International and multicultural studies: becoming world citizens (6 cr)	Minority cultures or multiracial women’s studies (3 cr)	Ethnic diversity (3 cr)
Science: understanding the natural world (4 cr) one course must be a lab science course	International and multicultural studies: becoming world citizens (6 cr)	Mind & body (3 cr)
Self and society: understanding oneself and the social world (3 cr)	Science: understanding the natural world (4 cr) one course must be a lab science course	Arts and Aesthetics (3 cr)
Humanistic studies: the search for values and meaning (3 cr) one course must be a literature course	Self and society: understanding oneself and the social world (3 cr)	Lab science (4 cr)
Arts: the aesthetic experience (4 cr) must take two courses from different depts	Humanistic studies: the search for values and meaning (3 cr) one course must be a literature course	Social and behavioral studies (3 cr)
Health and physical well-being: learning to create healthy lives (3 cr)	Arts: the aesthetic experience (4 cr) must take two courses from different depts	<i>Integrative global perspectives (12 cr)</i>
	Health and physical well-being: learning to create healthy lives (3 cr)	The Stories We Tell (3 cr)
		The Pasts That Define Us (3 cr)
		The Planet That Sustains Us (3 cr)
		The Cultures of Our World (3 cr)

THEME EXAMPLES

Social Justice

Social Justice promotes equity of opportunity and participation for all social identity groups. How do wealth, ethnicity, gender, and even geographic location affect the social contract between the individual and society? Courses in the Social Justice theme will make students aware of the effect that privilege makes on opportunity for advancement in our society and discuss the processes for attaining equity and inclusivity in all areas of life.

(LEAP Essential Learning Outcomes possibly addressed: Intercultural knowledge and competence, Ethical reasoning and action, Foundations and skills for lifelong learning)

Sustainability

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. How do individual, social, and cultural factors influence sustainability? Courses in the Sustainability Theme will look at the impact of current practices and technologies on the environment, societies and policies.

(LEAP Essential Learning Outcomes possibly addressed: Civic knowledge & engagement- local and global, Intercultural knowledge and competence, Ethical reasoning and action, Foundations and skills for lifelong learning)

Technology & Culture

Technology has always influenced our culture from the ability to control fire to life prolonging medicines. How does technology influence our behavior? What are the ethical implications of technology on our culture? How does society drive changes in technology? Courses in the Technology & Culture theme will investigate the interplay between technology and culture.

(LEAP Essential Learning Outcomes possibly addressed: Civic knowledge & engagement- local and global, Ethical reasoning and action, Foundations and skills for lifelong learning, Information literacy)

**Proposal to the General Education Workgroup:
“Global Emphasis” Requirement**

Prepared by

Internationalization of UWL Curriculum Group

(Gerardo Aponte-Safe, Rose Brougham, Natalie Eschenbaum, Nicole Gullekson, Megan Litster, Kristin Koepe,
Heather Linville, Diane Sasaki, and Tim McAndrews, Chair)

Spring 2020

The General Education Workgroup requested that our committee flesh out the “Global Immersion Experience” they defined as an additional requirement (with credit-neutral options so it will not necessarily add to the 42 credit GE Program). This document represents the outline of this requirement. We appreciate the GE Workgroup’s inclusion of this requirement which will help internationalize UWL’s curriculum.

Note that we propose changing the name of this requirement and we have also revised the description. Justifications of these changes are provided below, followed by the outline of this new requirement of the proposed GE Program.

Previous Name: Global Immersion Experience

New Name: Global Emphasis

Reason for Change: It is not feasible to provide every UWL student with a truly immersive global experience, so it would be disingenuous to call it “Global Immersion Experience.” Also, in envisioning a credit-neutral requirement, we found using the “Writing Emphasis” model was the best way to accomplish the difficult task of creating a requirement that could be satisfied without adding to the 42 credit limit of the GE Program.

Previous Description in GE Proposal (formulated by the GE Workgroup): The Mission and Goals of the General Education program at UWL have a strong focus on preparing students to become global stewards and providing opportunities for students to understand and engage with complex interdependent global systems. Within that framework, as a requirement of graduation, students will engage in a UWL-sanctioned study abroad experience or participate in a UWL-sanctioned domestic intercultural experience, or complete one language course not taught in English at the 102/103 level or above.

Revision by Curriculum Internationalization Group: The Mission and Goals of the General Education program at UWL have a strong focus on preparing students to become responsible global citizens and thrive in an increasingly interconnected world. Students will: a) examine global systems; b) explore their place in the world and how their actions affect global systems; c) examine historic and contemporary global interconnections and the impacts of those interconnections on humans; **AND/OR** d) evaluate solutions to complex global problems in the human and natural worlds. Students can satisfy this requirement through: a) engaging in a study abroad experience; b) participating in an approved UWL

Global Emphasis program or experience (detailed below); c) completing a Global Emphasis course (defined below); **OR** completing one language course not taught in English at the 102/103 level or above.

Reason for Change: We examined the AACU Global Learning Value Rubric and Intercultural Knowledge and Competence Value Rubric to identify Student Learning Outcomes to guide our definition of the Global Emphasis requirement. The SLOs were used to guide our revision.

Global Emphasis Student Learning Outcomes (*General SLO Category:* Specific SLO): Satisfying the Global Emphasis requirement should result in **TWO OR MORE** of the following outcomes:

- 1) *Global Self Awareness:* Identify and explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.
- 2) *Cultural Diversity:* Explain and connect two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.
- 3) *Understanding Global Systems:* Analyze major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.
- 4) *Applying Knowledge to Contemporary Global Contexts:* Plan and evaluate more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).
- 5) *Skills-Empathy:* Recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.
- 6) *Skills-Verbal and Nonverbal Communication:* Recognize and participate in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.

Global Emphasis Program: Students must successfully complete at least one of the following:

- 1) Approved UWL Global Emphasis program or experience (examples listed below)
 - a. Study Abroad (year, semester, faculty led program)
 - b. International Studies Minor (<https://www.uwlax.edu/international-studies/>)
 - c. Peace Corps Prep program (<https://www.uwlax.edu/peace-corps/>)
 - d. International Internship
 - e. Internationally Focused Research Capstone
 - f. Programs currently not available at UWL but that may be developed (e.g., Global Citizenship Certificate Program)
- 2) One language course not taught in English at the 102/103 level or above; **OR**
- 3) Two Global Emphasis Courses (defined below) (Language courses at the 101 level count as Global Emphasis courses).

Global Emphasis Course Definition

A Global Emphasis Course must meet appropriate criteria (as do Writing Emphasis courses) and would have to be approved through a vetting process, likely through the General Education Committee. Periodic assessment should be conducted within the Taskstream environment and could involve a common deliverable, assessment tool, or competency rubric across GE courses.

Courses approved as Global Emphasis courses will be tagged in Wings (as is the case with Writing Emphasis courses), and students should be able to search for available Global Emphasis options each semester. Any Global Emphasis course will satisfy the Global Emphasis requirement, including a:

- 1) General Education course tagged as Global Emphasis that is satisfying another General Education requirement,
- 2) A course required for a student's major or minor,
- 3) An elective course counting towards a student's major or minor,
- 4) Any elective course.

In other words, Global Emphasis courses can double-count for both Global Emphasis and General Education/Major/Minor programs of study. This represents the primary credit-neutral option for students to complete this requirement without adding to the 42 credit General Education Program.

The criteria for designating a course as Global Emphasis are listed below. These criteria are based on research we have done on similar programs at other universities and best practices as defined by the American Council on Education's Comprehensive Internationalization Toolkit.

Global Emphasis Courses must:

- 1) Address **two or more** Global Emphasis Student Learning Outcomes (listed above);
- 2) Cover region, area, or country, outside the U.S.;
- 3) Incorporate international content presented in lectures/course discussion, texts/course materials with international perspectives, international films/case studies, or other international media (i.e. at least 30% of all course content for a 3 cr. course should be international in scope);
- 4) Include books/articles written by scholars from other countries, or readings that address writing/research in other countries;
- 5) Include assessments that evaluate students on demonstration of global/comparative perspectives (e.g., written exercises, exams, presentations, discussion).

Global Emphasis Courses may:

- 1) Cover more than 1 region, area, or country, with an international comparative approach;

- 2) Embed a portion of the course abroad, involve attendance at events with international components, or include internationally focused service-learning components abroad or in the U.S.;
- 3) Contain an international virtual exchange component (e.g., Collaborative Online International Learning-COIL);
- 4) Include an international case study, discuss issues in developing and developed countries, collaborative work and exchange of ideas between international students and local students; **and/or**
- 5) Prepare students for an international profession, address/provide training in cross-cultural communication, lead to internationally recognized professional qualifications.

**Proposal to the General Education Workgroup:
Revision of Cultural Perspectives Category**

Prepared by

Internationalization of UWL Curriculum Group

(Gerardo Aponte-Safe, Rose Brougham, Natalie Eschenbaum, Nicole Gullekson, Megan Litster, Kristin Koepke,
Heather Linville, Diane Sasaki, and Tim McAndrews, Chair)

Spring 2020

In defining the “Global Emphasis” requirement (formerly “Global Immersion Experience”) we found it essential to distinguish it from the already proposed Cultural Perspectives Category. In the process, we felt a revision to the Cultural Perspectives Category was merited. This document outlines our suggested revisions.

Cultural Perspectives (3 cr.)

Description in GE Proposal: We live in an interdependent world in which understanding of other cultures and societies is essential. Students will explore how social and ethical choices impact informed responsible decision-making, including the consequences of these decisions on other people. They will learn how to develop their sense of place and global stewardship in a pluralistic world and develop intercultural competency by engaging with global languages, beliefs, and customs.

Proposed Revision by Curriculum Internationalization Group: We live in an interconnected world in which understanding of other cultures and societies is essential. Students will explore different cultural and ethical perspectives from their own; reflect on how their own cultural rules influence their behavior and how others view them; and examine the ethical, social and environmental consequences of local decision-making on other cultures.

Cultural Perspectives Student Learning Outcomes (*General SLO Category*: Specific SLO, drawn primarily from the AACU Intercultural Knowledge Value Rubric): Courses satisfying the Cultural Perspectives Category should result in **two or more** of the following student learning outcomes:

- 1) *Perspective Taking*: Identify and explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems;
- 2) *Personal and Social Responsibility*: Analyze the ethical, social, and environmental consequences of global systems and identify a range of actions informed by one's sense of personal and civic responsibility;
- 3) *Applying Knowledge to Contemporary Global Contexts*: Evaluate more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific);
- 4) *Knowledge – Cultural Self Awareness*: Recognize new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer);
- 5) *Attitudes – Curiosity*: Ask complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives;
- 6) *Attitudes – Openness*: Initiate and develop interactions with culturally different others. Begin to suspend judgment in valuing her/his/their interactions with culturally different others.