Core Curriculum (General Education) Review Packet

Overview

Following an extensive process of discussion and review, the university is preparing to move forward into a new model of General Education, also described as Core Curriculum. As part of the phase-in of that new model, the University Undergraduate Curriculum Commission has been charged by the Faculty Senate with reviewing all current General Education courses. The UUCC has developed a plan that will allow rapid, yet thorough, review by allowing departments and programs to submit materials – pertaining to current General Education courses only – directly to UUCC without going through department and college curriculum committees. Courses that meet with UUCC approval will be designated as revalidated. The UUCC will:

- Move forward in Spring 2013 with the review and revalidation process, to be completed during the 2013-2014 academic year.
- Require all other submissions by June 1, 2013.
- Require – after the deadlines noted above – any currently existing (i.e., 2011-2013 catalog) General Education course to go through the full curriculum review process that is required of a course proposed to meet General Education requirements. That process begins at the department level, moves to the college level, and then to UUCC.

Also, the UUCC has:

- Enacted a sunset provision for current General Education courses so that they remain valid through the 2013-2014 academic year. Those courses will meet General Education requirements for students who take them in the 2013-2014 academic year, but if the courses are not revalidated by February 2014, they no longer can be used to fulfill General Education requirements unless they go through the full curriculum review process – from department to college to UUCC.
- Declared a moratorium on proposals for new General Education courses until after the June 1, 2013, deadline for the rapid review process has passed. Although such an action might create inconveniences for a few, the benefits – primarily, reduction of ambiguities and increased efficiency – will extend beyond the UUCC itself.

NOTE: Those persons wishing to create new General Education courses will still be able to develop those courses and seek approval from department and college curriculum committees during the remainder of the 2012-2013 academic year. Those proposals would then be ready for submission to the UUCC in Fall 2013.
Submission and Review Process

Files must be submitted to a Work Group that is located on the Shared 1 server (theShared, or S: drive). All UW-Platteville users have read-only access to this Work Group. Navigate to Shared1:WGroups:GenEdReview and open the folder. There are 13 subfolders into which documents can be dragged and dropped (do not Save As to the subfolders).

Documents to be submitted must follow a standard naming protocol.

Naming protocol

FolderAbbrev_Course#_GE

Key to naming protocol

• FolderAbbrev = Four-letter abbreviation as used in the GenEdReview work group folder (NOTE: Not standardized to PASS or catalog abbreviations)

• Course# = Standard abbreviation and number as course appears in originating academic unit’s catalog or PASS listing, e.g., SPEECH1010. Use no spaces in the Course# field.

• GE = designation of submission as part of the General Education revalidation process.

Under the naming protocol, for example, the Public Speaking course document would be named: SPCH_SPEECH1010_GE

Please note that the UUCC recording secretary will review documents that are dropped in the folders and will require resubmission of documents that do not use the naming protocol, are not signed electronically, or pose other problems. Files that are submitted correctly will be issued an identifying number by the recording secretary and will be moved to a location available to members of the UUCC and the review subcommittees, but not to the university at large.

You will be notified by the recording secretary once your submission is successful.

Also note that documents for courses meeting requirements in more than one area should be submitted only to the folder of the originating academic unit; there is a field in the submission document for courses that are cross-listed or that meet more than one General Education requirement.
Key to area abbreviations

<table>
<thead>
<tr>
<th>To submit to folder</th>
<th>Use FolderAbbrev</th>
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<tr>
<td>Ethnic Studies</td>
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<td>Wellness &amp; Physical Activity</td>
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Each academic area should be represented at the UUCC meeting when its material is under consideration by the UUCC as a whole. UUCC reserves the right to table agenda items affecting unrepresented areas. You will be notified by the recording secretary when your material is placed on the agenda. Contact: Becky Trefz at trefzr@uwplatt.edu or 608.342.1262.

Each area should review Student Learning Outcomes (see Appendix I of this document) prior to submitting material. Each course submitted for review must meet at least four student learning outcomes of the 24 that are listed in Appendix I of this document.

A complete submission consists of a UUCC Core Curriculum (General Education) Course Review Form (File name: CC_Review_Form_Final.PDF) that is:

- Placed in the appropriate folder in the Gen Ed Review Work Group; and
- Reviewed and approved by the UUCC recording secretary.

Subcommittee members as listed in Appendix II are charged with reviewing submitted materials and drafting a short report – including recommendations for action – to be submitted to the UUCC as a whole.
Items receiving a positive evaluation from the subcommittees will be placed on the General Education Consent Agenda of the UUCC as a whole. Items in the General Education Consent Agenda can be moved from the consent agenda to the General Education New Business Agenda upon a successful motion to that effect. Consent Agenda items require one reading; all others require two readings.

Items that a subcommittee perceives to be lacking in some vital way will be placed directly on the UUCC General Education New Business Agenda and will require two readings by the UUCC as a whole.

**Guiding principles**

Based on early submissions, UUCC anticipates that assessment will be the most problematic area encountered in this review process. Here are some guidelines:

- **Outcomes** are not the same as **assessments**. The language of outcomes is provided for you in Appendix I.

- **Assessment** refers to the tool with which one measures outcomes. The key is to describe how you will measure whether you have achieved a certain outcome. You might begin your assessment description with “Instructors will assess this outcome by…”. Examples of the completed *UUCC Core Curriculum (General Education) Course Review Form* are provided on the UUCC web pages.

- UUCC members will need, and appreciate, concise descriptions of the assessment tools beyond such terms as examinations, papers and quizzes. Without going into elaborate detail, please explain how a particular type of examination or paper will allow the instructor to gauge student progress or mastery of material as described in the list of student outcomes in Appendix I.

- Focusing on fewer, rather than more, outcomes, generally is a productive strategy. Please do not feel compelled to list more than four outcomes per course.

UUCC also believes that instructors who teach General Education courses should shoulder some of the workload involved in the review process. Therefore, the commission urges all chairs, directors and program heads to consider coordinating the submission process instead of preparing all submissions themselves, especially in academic areas that offer numerous General Education courses.
Appendix I
Student Learning Outcomes

The full impact and value of a University of Wisconsin—Platteville education is impossible to measure. Many of its benefits are not recognized until after the student has graduated. Nevertheless, some of its benefits are measurable. Measurable student learning outcomes are listed below, under the goal to which they are most closely connected. For each of these student learning outcomes, University of Wisconsin—Platteville students shall:

1. Apply their knowledge to recognize and solve a wide variety of problems.

   **Student Learning Outcomes**

   - **Mathematical Reasoning Skills**
     1. Recognize mathematical patterns to solve problems.
     2. Demonstrate ability to work with numbers, space, and data.

   - **Effective Communication Skills**
     3. Construct articulate explanations using the language of each discipline being studied.
     4. Organize written and spoken material in a coherent and logical pattern that is also mechanically sound.
     5. Demonstrate knowledge of the processes of human communication and develop critical listening skills.
     6. Read, write, listen, and speak at a basic level in a language other than English.

   - **Critical Thinking Skills**
     7. Demonstrate skills in problem-solving.
     8. Distinguish between valid and invalid reasoning.
     9. Assess the plausibility of proposed solutions.
     10. Demonstrate knowledge of scientific methods.

2. Appreciate and create works of excellence.

   **Student Learning Outcomes**

   - **Knowledge of the Arts and Sciences**
     1. Demonstrate knowledge of the fundamental ideas at the heart of the arts and sciences, including fine arts, history, humanities, mathematics, the natural sciences, and the social sciences. It also includes the disciplines that cut across these categories, namely, ethnic studies, women’s and gender studies, and international education.
o **Creative thinking skills**
   2. Demonstrate appreciation for the creative works of others.
   3. Demonstrate the ability to create works of personal expression.

3. Develop informed national and international perspectives.

**Student Learning Outcomes**

o **International awareness**
   1. Demonstrate knowledge of cultures other than one’s own.
   2. Demonstrate knowledge of the ideologies, cultures, places, political and economic systems that shape the world.

o **Cultural awareness**
   3. Demonstrate knowledge of the history, culture, customs, values, lifestyles and contributions of the populations of color in the United States.
   4. Demonstrate knowledge of the cultural constructs that perpetuate stereotypes and social interaction based on gender, race, ethnicity, religion and sexual orientation.
   5. Identify the social and political structures that support racism, sexism, and other forms of discrimination.
   6. Recognize the influence the students’ own culture, gender, racial identity, and experiences have on their own attitudes towards people different from themselves.


**Student Learning Outcomes**

o **Individual Responsibility**
   1. Recognize that personal choices have consequences on ourselves, others, and the environment.

o **Social Responsibility**
   2. Distinguish between ethical and unethical behavior.
   3. Demonstrate knowledge of the multiple viewpoints regarding ethics, justice, and other questions of human meaning and value.
   4. Recognize the importance of individual engagement on a local, regional, national, or international level.
   5. Recognize the impacts of technology and scientific innovation on society and the environment.
## Appendix II

Core Curriculum (General Education) Subcommittee Assignments

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<th>Areas</th>
<th>BILSA Rep</th>
<th>EMS Rep</th>
<th>LAE Rep</th>
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<td>David Boyles*</td>
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* Denotes convener.

NOTE: Conveners are your primary contact for questions or concerns regarding the submission and review process. Please contact the convener assigned to your area for consultation and guidance.