



# UNIVERSITY OF WISCONSIN OSHKOSH

## Liberal Education Reform Team

<http://www.uwosh.edu/projects/lert/lert.php>

*The Liberal Education Reform Team is charged with presenting a framework for student learning outcomes to be adopted by the University of Wisconsin Oshkosh. The following outcomes, based on those from the American Association of Colleges & Universities, are being proposed for campus-wide discussion and adoption.*

### **Essential Learning Outcomes for Students**

The University of Wisconsin Oshkosh is committed to preparing students with the integrative learning skills, multi-cultural competencies, and practical knowledge needed to enjoy a high quality of life and to succeed in and contribute to our rapidly changing, increasingly global society. We expect that every student who receives a degree the University of Wisconsin Oshkosh will possess the following broad values and practical learning skills (outcomes) to be a successful, contributing member of an increasingly knowledge-based society.

#### ***Graduates from the University of Wisconsin Oshkosh are graduates who***

- apply **Integrative Learning** which includes synthesis, analysis, advanced accomplishment across general and specialized studies and the demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and questions.
- value **Personal and Social Responsibility** including civic knowledge and engagement (both local and global), intercultural knowledge and competence, ethical reasoning and action, foundation and skills for lifelong learning.
- have acquired **Intellectual and Practical Skills** such as critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.
- possess **Knowledge of Human Cultures and the Natural World** that is grounded in study of the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

Influenced by the Liberal Education and America's Promise (LEAP) campaign developed by the Association of American Colleges, we refer both to learning "outcomes" and learning "values." This distinction relates in part to the assessment of student learning, recognizing that a liberal education will instill learning that may be immeasurable, at least in the short term. Such "values" are broad-based, perhaps more "philosophical," and reflect the entire human being rather than a single, observable outcome or capacity.

We at the University of Wisconsin Oshkosh believe that students need a liberal education to meet these outcomes and values. A liberal education is one that includes broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration.

### **Reference**

*College Learning for the New Global Century*, AAC&U, January 2007  
([http://www.aacu.org/advocacy/leap/documents/GlobalCentury\\_final.pdf](http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf))

# The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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## ★ 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

*Focused by engagement with big questions, both contemporary and enduring*

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## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

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## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

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## ★ Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

**Note:** This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *Liberal Education Outcomes: A Preliminary Report on Achievement in College* (2005).