UNIVERSITY OF WISCONSIN-EAU CLAIRE

NOTIFICATION OF UNIVERSITY SENATE ACTION

TO: The Chancellor

REFERRAL DATE: May 8, 2013

RE: Senate Action Concerning: Liberal Education Reform

DATE of Senate Action: May 7, 2013

FROM: _________________________
(Signed) University Senate Chair

TEXT OF MOTION:

That the liberal education program—including the liberal education learning outcomes on which the liberal education program is based—be reviewed four years after implementation catalog, with potential changes to the program ready for the October Year 5 catalog submission deadline.

And that:

The requirements of the liberal education core and corresponding changes to the text in the Undergraduate Catalog be made as indicated (currently pages 38-44):

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 experience in either K1 or K2 must be a laboratory science.¹
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. One experience in either K1 or K2 must be a laboratory science.

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. Two learning experiences required.

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 36 credits

<keep Grade Point Requirements, University Residency Requirements, and Procedures for Graduation here>

LIBERAL EDUCATION CORE REQUIREMENTS

Knowledge Goal
Knowledge Outcome 1 .......................................................................................................................... 2 learning experiences
Knowledge Outcome 2 .......................................................................................................................... 2 learning experiences
Knowledge Outcome 3 .......................................................................................................................... 2 learning experiences
Knowledge Outcome 4 .......................................................................................................................... 2 learning experiences

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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. While the majority of learning experiences are courses, other learning experiences occur outside the typical classroom, foster growth and development of the student, have assessable student work and are aligned with a learning outcome. Examples include 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. 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.

4 UNIVERSITY RACE, CLASS, GENDER and/or SEXUALITY EQUITY REQUIREMENT
Six credits of course-based learning experiences are required to fulfill the University Race, Class, Gender and/or Sexuality Equity Requirement. The equivalent of a 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.

<Don’t enter a list of classes, as that will be continually updated in CampS.>

5 UNIVERSITY SERVICE-LEARNING REQUIREMENT
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 of classes, as that will be continually updated in CampS.>

IMPLEMENTATION: 2016-2017 Catalog, contingent upon sufficient data by February 2015 to support full implementation.

Appropriate response is requested. Please notify the Senate by completing this form and returning the yellow copy to the University Senate Office.

___ Approved, authorized for implementation
___ Held for further consideration
___ Not approved
___ Received/acknowledged

Chancellor’s Signature  Date of Response