REPORT FOR THE UNIVERSITY SENATE

University Senate Committee: University Faculty members of the Senate Executive Committee

Brief History of Issue - why the issue is being considered:

- The Chancellor was not able to approve the Liberal Education Reform motion from May 7, 2013.
- Therefore, the University Faculty members of the Senate Executive Committee, following shared governance guidelines according to the FASRP, propose an alternative framework as a modification to the original recommendation

Committee Recommendation:

Approve a compromise proposal for the liberal education core as specified below, effective Catalog 2016-17:

- Knowledge Outcome 1: Two (2) learning experiences
- Knowledge Outcome 2: Two (2) learning experiences
- Knowledge Outcome 3: Two (2) learning experiences
- Knowledge Outcome 4: One (1) learning experience
- Skills Outcome 1: Two (2) learning experiences
- Skills Outcome 2: One (1) learning experience
- Skills Outcome 3: One (1) learning experience, which could be satisfied within a major
- Responsibility Outcome 1: Two (2) learning experiences
- Responsibility Outcome 2: One (1) learning experience
- Responsibility Outcome 3: One (1) learning experience
- Integration Outcome 1: Two (2) learning experiences, one of which could be satisfied within a major
- Service Learning

Notes:

- One lab course must be selected from either K1 or K2.
- One S1 experience must be fulfilled by the university writing requirement.
- Departments and units offering major programs are strongly encouraged to submit appropriate courses and experiences to ULEC for approval as meeting Skills Outcome 3 of the LE core even if those courses and experiences are open only (or primarily) to the program’s student majors and minors.
- The 3-credit UW Design for Diversity requirement must be fulfilled in R1.
- Maintain Service Learning in the core independent of R3.
- Departments and units offering major programs are strongly encouraged to submit appropriate courses and experiences to ULEC for approval as meeting Integration Outcome 1 of the LE core even if those courses and experiences are open only (or primarily) to the program’s student majors and minors.
MOTION FOR THE UNIVERSITY SENATE

The University Faculty members of the Senate Executive Committee,

by a vote of 12 for to 0 against on April 15, 2014,

recommends that Liberal Education Core Compromise Proposal that has been mutually agreed upon by the University Faculty members of the Senate Executive Committee and the Chancellor’s designee be accepted:

TEXT OF COMPROMISE MOTION:

That the liberal education program at the University of Wisconsin - Eau Claire be modified as proposed below, replacing the “general education” requirements and “general education program” as they are currently known;

And that our program will challenge students to meet learning goals in all areas of human knowledge, in practical and intellectual skills, and in personal and social responsibility;

And that, in pragmatic recognition of the fact that the current state of our resources and our faculty development will not permit an immediate, complete implementation of the University Senate motion passed in May of 2013;

And, given the clearly expressed wishes of our University Faculty Senators for more intentionally integrative learning and richer experiences in liberal education in all knowledge areas, including the natural sciences, the social sciences, the humanities, and the fine arts, that further implementation of additional experiences in integrative learning and other areas will be added if these additional experiences can be accommodated within each major’s 4-year, 120-credit degree plan, and if faculty development and available resources allow;

And that, specifically with regard to integrative learning, we intend to increase the number of required experiences from two (as specified in the motion below) to three by a target catalog date of 2020-21;

And that, with regard to all knowledge areas, intellectual and practical skills, and individual and social responsibilities, we intend to assess and improve our liberal education requirements regularly from this day forward;

And that, accordingly, the liberal education program proposed in the motion below (including the liberal education learning outcomes on which the program is based) shall be reviewed every four years after implementation; that these four-year reviews be conducted in active engagement with the principles and procedures of shared governance, involving both University Faculty and the University’s administrative leadership; that the goal of these four-year reviews will be to assess the program’s effectiveness and its impacts on students’ time to degree, and to assess the status of faculty development and available resources with the aim of fully realizing the aspirational goals of our liberal education program;

And that the requirements proposed below shall be implemented and effective beginning with the 2016-17 Catalog, replacing the program and language that currently appear in the 2013-14 Catalog (pages 38-44):
University Graduation Requirements

BACCALAUREATE DEGREES AND LIBERAL EDUCATION CORE

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. **Upon graduation**, each undergraduate 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 **strong, broad foundation** on which they will build the remainder of their academic studies **a rich baccalaureate program**. Students can complete the liberal education core requirements both by taking courses and by engaging in out-of-the-classroom learning experiences.

**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 laboratory science must be selected from either Knowledge 1 or Knowledge 2.**

**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 laboratory science must be selected from either Knowledge 1 or Knowledge 2.**

**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. **One learning experience 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.**

**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.**

**Skills 3 (S3):** Create original work, perform original work, or interpret the work of others. **One learning experience required—may be satisfied by a creativity experience in the major, which could be satisfied within a major.**
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. Two learning experiences required, one of which must satisfy the UW System “Design for Diversity” requirement.

Responsibility 2 (R2): Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

Responsibility 3 (R3): Use critical and creative thinking to address civic, social, and environmental challenges.

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. Two learning experiences required plus one learning experience in the major. Two learning experiences required, one of which could be satisfied within a major.

UNIVERSITY SERVICE-LEARNING REQUIREMENT: 30 hours are required to complete the University Service-Learning Requirement.

SUMMARY OF GRADUATION REQUIREMENTS FOR BACCALAUREATE DEGREES

Credit Requirements
- Minimum total for graduation ................................................................. 120 credits
- Upper division credits (courses numbered 300 and higher) ........................................... 39 credits
- Liberal education core .............................................................................. a minimum of 36 credits

LIBERAL EDUCATION CORE REQUIREMENTS

Knowledge Goal
- Knowledge Outcome 1 ........................................................................... Two (2) learning experiences
- Knowledge Outcome 2 ........................................................................... Two (2) learning experiences
- Knowledge Outcome 3 ........................................................................... Two (2) learning experiences
- Knowledge Outcome 4 ........................................................................... One (1) learning experience

Skills Goal
- Skills Outcome 1 .................................................................................... Two (2) learning experiences
- Skills Outcome 2 .................................................................................... One (1) learning experience
- Skills Outcome 3 .................................................................................... One (1) learning experience, which could be satisfied within a major

Responsibility Goal
- Responsibility Outcome 1 ........................................................................ Two (2) learning experiences
- Responsibility Outcome 2 ......................................................................... One (1) learning experience
- Responsibility Outcome 3 ......................................................................... One (1) learning experiences

Integration Goal
- Integration Outcome 1 ............................................................................. Two (2) learning experiences, one of which could be satisfied within a major

Service-Learning ............................................................................................................ 30 hours
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. Learning experiences that fulfill students’ liberal education core requirements include both courses and non-course activities. Examples include traditional classroom instruction as well as out-of-the-classroom engagements such as 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. These 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
Two learning experiences are required to fulfill the University Race, Class, Gender and/or Sexuality Equity Requirement. The equivalent of at least three credits of content in a course or courses One learning experience 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 classes, as that will be continually updated in CampS.>

Implementation Date: implemented and effective beginning with the 2016-17 Catalog

Signed: _______________________________________
Chair of the Committee