

UNIVERSITY OF WISCONSIN-EAU CLAIRE

NOTIFICATION OF UNIVERSITY SENATE ACTION

REFERRAL DATE: April 24, 2014

RE: Senate Action Concerning: Liberal Education Core: Compromise Proposal

DATE of Senate Action: April 22, 2014

TEXT OF MOTION:

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

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 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 highly diverse communities 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 around which they will build 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.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 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.*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, 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. *Two learning experiences required, one of which must satisfy the UW System “Design for Diversity” requirement.*⁴

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

Responsibility 3 (R3): Use critical and creative thinking to address civic, social, and environmental challenges. *One learning experience required.*

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, one of which could be satisfied within a major.*

UNIVERSITY SERVICE-LEARNING REQUIREMENT: *30 hours are required to complete the University Service-Learning Requirement.*⁵

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

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

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. 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. 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 “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.

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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.

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IMPLEMENTATION: Implemented and effective beginning with the 2016-17 Catalog

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Chancellor Schmidt approved and authorized for implementation on 5/14/2014