

PROPOSED  
GENERAL EDUCATION CURRICULUM  
University of Wisconsin – La Crosse

GENERAL EDUCATION WORKING GROUP  
October 2019

General Education Working Group Members (*Summer 2017-present*)

- Anne Galbraith, Biology, Chair
- Colin Belby, Geography & Earth Science
- Sam Cocks, Philosophy
- Natalie Eschenbaum, English
- Taviare Hawkins, Physics
- Shelley Hay, Global Cultures & Languages
- Adam Hoffer, Economics (*member since Fall 2018*)
- Heather Hulett, Mathematics & Statistics
- Kenneth Shonk, History

Former Members

*Fall 2017*

- Lauren Mason, student
- John Nunley, Economics

*Spring 2018*

- Aaron Bhatoya, student
- Nadia Carmosini, Chemistry & Biochemistry
- Laurie Miller, Economics

## BACKGROUND

Part of the Strategic Plan (Goal #6 of the Advancing Transformational Education pillar) was to evaluate and revise the General Education program. In Spring 2017, a small group of faculty (Enilda Delgado, Colin Belby, Sam Cocks, Tav Hawkins, and Shelley Hay) attended the Association of American Colleges and Universities (AAC&U) Institute on General Education and Assessment at Loyola University in Chicago. When the group returned, they debriefed Provost Betsy Morgan and the Chair of the Faculty Senate at the time (Anne Galbraith) on what they had learned. Shortly after, Galbraith led a small group of nine faculty to begin working on developing a new model for General Education (Summer 2017). The group membership and its work was approved by Faculty Senate in Fall 2017. Minutes from the meetings of this General Education Working Group (GEWG) are posted at the General Education Revision web site (<https://www.uwlax.edu/faculty-senate/general-education/gened-program/#tm-gewg-meeting-minutes>).

With an ambitious timeline that was extended several times, the group was dedicated to the following self-developed task: “In an open and transparent way, collecting feedback from the campus, develop at least one proposal for a General Education program that will empower our students to see the value and interconnectedness of General Education.”

The goal, first and foremost, was to develop a General Education program that was more flexible and meaningful for students. We also wanted the new program to be more integrative than the current program and to engage students earlier in their college careers as to the purpose and value of General Education. Finally, we wanted to add appropriate and relevant High Impact Practices (HIPs) such as First Year Experiences that have been demonstrated to improve student learning and student retention (<https://www.aacu.org/leap/hips>).

### **Information Gathering**

- We collected information at a Brainstorming Session in August 2017 where stakeholders from every department on campus and all academic offices were invited to discuss the strengths and weaknesses of our current General Education program, and to share their vision of a new program at UWL.
- We gathered research on General Education programs at other institutions such as California Polytechnic State University San Luis Obispo, Appalachian State University, the University of Minnesota system, the University of Colorado System, and other UW-System comprehensive schools, among others.
- We used information from the LEAP (Liberal Education and America's Promise) initiative through the AAC&U to help guide decisions about strong General Education curricula, program goals, and how to assess General Education (see Tables 1 & 2).
- We talked to staff members in UWL Admissions to take advantage of the redesign to improve the transferability of GE courses from other UWS schools.

- We ensured that the final program was compliant with the UWS policy for the Associates degree (see Appendix Table 3).
- Finally, we collected feedback during the process by soliciting feedback from campus stakeholders during open fora and student focus groups, constructing a Qualtrics survey for online feedback, and attending Chairs meetings with all four academic units. To the best of our ability, we listened to campus to produce a final product that is consistent with who UWL is as an institution, incorporates our university's mission and goals, builds on our strengths as a university, and enhances the high quality of our campus community.

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## MISSION STATEMENT<sup>1</sup>

General Education (GE) is a common experience that fulfills UWL's vision as a student-centered university committed to a quality liberal arts education for the whole person. The program aligns with national best practices to ensure that UWL graduates develop: habits of mind essential for fostering intellectual curiosity, personal development, and professional success; creative and critical thinking; and foundations for ethical decision making. The proposed program supports integrative learning, and prepares students for civic engagement, leadership, and global stewardship. The program provides opportunities for students to work with peers and instructors from disciplines that complement their major field of study, preparing them for a work force that increasingly relies upon team work and interaction with people from diverse backgrounds. The program also demonstrates UWL's commitment to the Wisconsin Idea, in which our socially responsible campus serves as a resource for our intertwined local, state, and global communities, collaborating and sharing resources and expertise to improve the human condition.

## PROGRAM GOALS<sup>2</sup>

### **Model interdisciplinary approaches of critical thinking to shape and inform a student's major course of study.**

- Place foundational knowledge in larger contexts so that every GE course demonstrates the importance of a liberal arts education for the development of the whole person.
- Help students understand the value of the discipline being studied as well as its relationship to academic majors.
- Use tools of inquiry from multiple perspectives to develop and address questions that encourage intellectual curiosity and seek to improve the human condition.
- Develop creative and critical thinkers who engage in ethical and rational decision making in their chosen discipline.

### **Connect campus and academic life to local, regional, national, and/or international communities.**

- Promote opportunities for civic engagement and leadership that are academically grounded and socially responsible to prepare students for their intellectual and professional lives.
- Educate students to draw upon multiple disciplines and cultural viewpoints as they collaboratively participate in a pluralistic society.
- Cultivate an understanding of, and engagement with, complex interdependent global systems to enable students to recognize themselves as stewards of the world.

### **Maintain a dynamic GE program to keep pace with the needs of ever-changing global networks.**

- Support opportunities for cross-disciplinary teaching and learning to promote GE courses as interrelated.
- Model and encourage dispositions that generate lifelong learners who value innovation, flexibility, and adaptability.
- Ensure that the GE program aligns with best practices and continues to be effective, relevant, and transferable among UW-System schools through regular program-level review and reflection.

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<sup>1</sup> Approved unanimously by UWL Faculty Senate on 10-4-18.

<sup>2</sup> Approved unanimously by UWL Faculty Senate on 10-4-18.

## GENERAL EDUCATION AT UWL

The Mission and Vision Statements for the University of Wisconsin – La Crosse state that UWL is “committed to a quality education for the whole person” and that “the skills of effective communication, critical thought, leadership, and an appreciation for diversity must be the hallmarks of a UWL education.” The Mission and Program Goals of the UWL General Education Program are therefore, in spirit, humanistic, helping develop the whole person, seeking to improve the human condition, and creating stewards of the world. The General Education program is designed to afford students opportunities to learn from a broad swatch of disciplines and apply the ideas, approaches, and skills obtained to their major and future lives as citizens and community members. Courses in the General Education program will include content knowledge that supports these overall program goals and helps prepare students for a work force that increasingly relies upon team work and interaction with people from diverse backgrounds. In addition, the General Education program at UWL attempts to respond to more than 70 percent of employers surveyed who want colleges to place more emphasis on science and technology, teamwork skills in diverse settings, written and oral communication, critical and analytic reasoning, applied knowledge in real-world settings, global issues, information literacy, and creativity and innovation (<https://www.aacu.org/leap/presidentstrust/talkingpoints>).

UWL strives to achieve these mission and vision statements by developing a General Education curriculum that focuses on the following goals:

**Model interdisciplinary approaches of critical thinking to shape and inform a student’s major course of study.**

Across their General Education courses, students will learn the value of a liberal arts education while developing the skills to think critically and creatively, analyze data, evaluate evidence, conduct research thoroughly and with integrity, write and speak effectively, and use tools of inquiry from multiple perspectives and disciplines.

**Connect campus and academic life to local, regional, national, and/or international communities.**

General Education will offer a wide range of courses challenging students to make connections across their chosen course of study while drawing upon multiple disciplines and cultural viewpoints. Opportunities for civic engagement and leadership will be made available to prepare students for their intellectual and professional lives as stewards of the world.

**Maintain a dynamic GE program to keep pace with the needs of ever-changing global networks.**

In order to ensure that the GE program continues to align with best practices in the future, and remains effective, relevant, and transferable among UWS schools, the Faculty Senate will be responsible for ensuring assessment of the entire GE program every four years, and making needed modifications to the program in response to that assessment. A General Education Director would ensure historical memory and a guiding vision as the program continues to evolve.

## PROPOSED GENERAL EDUCATION PROGRAM (in brief)

These mission, vision, and goals statements were the basis for the development of the new General Education curriculum, where requirements were placed into three overarching categories:

**First College Courses (13 credits)** These foundational courses introduce skills early in a student's college career that are central to learning, analyzing, evaluating, integrating, and communicating information and knowledge. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years. Therefore, it is ideal that they be taken the first year of a student's college career.

**University Core (16 credits)** Students will take courses that expand their knowledge of disciplines and learn skills that will enhance their intellectual development. Collectively, these courses will place foundational knowledge in larger contexts and demonstrate the importance of a liberal arts education for the development of the whole person and their relationship to society.

**Integrative Global Perspectives (12 credits)** Students will use tools of inquiry from multiple perspectives to develop and address questions that encourage intellectual curiosity and seek to improve the human condition. The Perspectives courses will encourage students to connect campus and academic life to local, regional, national, and/or international communities. Courses will explore the interconnectedness of global systems to help students understand their sense of place in the world. One course must be taken from each category. At least three of the courses must be from different programs.

## PROPOSED GENERAL EDUCATION PROGRAM (Detail)

### First College Courses (13 credits)

These foundational courses introduce early in a student's college career skills that are central to learning, analyzing, evaluating, integrating, and communicating information and knowledge. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years. Therefore, it is recommended that these courses are taken during the student's first year at UWL.

- **First Year Seminar** (3 cr) (Taken within the first year). This topics seminar focuses on developing the knowledge, experiences, and skills helpful for success at UWL, including learning strategies, community building, and academic inquiry. By exploring enduring questions students will learn the purposes and value of a liberal arts education. All new students and transfer students with less than 30 credits are required to take this course during their first year at UWL.

*FYS 100*

- LEAP Essential Learning Objectives:
  - Inquiry and Analysis
  - Critical and Creative Thinking
  - Information Literacy
  - Teamwork and Problem Solving
  - Foundations and Skills for Lifelong Learning

- **Written and Spoken Literacy** (6 cr) (Taken within the first 60 credits). Reading, writing, speaking, and listening are used to effectively communicate ideas and to become educated citizens. These skills courses improve students' abilities to read, write, speak, and listen with clarity, precision, and depth of understanding. Courses in this area include FIRST COURSES in written and oral communication.

*ENG110* or *ENG112* or Advanced Placement Writing (3 cr)

- LEAP Essential Learning Objectives:
  - Inquiry and Analysis
  - Critical and Creative Thinking
  - Written and Oral Communication
  - Information Literacy
  - Foundations and Skills for Lifelong Learning

*CST110* (3 cr)

- LEAP Essential Learning Objectives:
  - Inquiry and Analysis

- Critical and Creative Thinking
  - Written and Oral Communication
  - Information Literacy
  - Foundations and Skills for Lifelong Learning
- **Quantitative Reasoning** (4 cr) (Taken within the first 60 credits). Quantitative reasoning skills are vital for understanding and predicting many personal and societal conditions. Students will develop a habit of mind that includes analyzing, evaluating, and communicating situations logically and precisely. Courses focus on topics necessary to make informed decisions in today's world such as logic, numeracy, and statistics.
    - LEAP Essential Learning Objectives:
      - Knowledge of Human Cultures and the Physical and Natural World
      - Inquiry and Analysis
      - Critical and Creative Thinking
      - Quantitative Literacy
      - Teamwork and Problem Solving
      - Foundations and Skills for Lifelong Learning

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## **University Core (16 credits)**

Students will take courses that expand their knowledge of disciplines and learn skills that will enhance their intellectual development. Collectively, these courses will place foundational knowledge in larger contexts and demonstrate the importance of a liberal arts education for the development of the whole person and their relationship to society.

- **Ethnic Diversity** (3 cr) An essential goal of general education is to improve students' understanding of and sensitivity to the intersections of cultural and gender diversity and inequality in the United States. All students take at least one course that focuses on systems of oppression that impact communities of color in the United States or gender in the United States, emphasizing the perspectives and experiences of marginalized communities. All courses in this category fulfill the UW System ethnic studies (ES) requirement for coursework centered on African-American, Latinx, Asian-American, or American Indians in the U.S.
  - LEAP Essential Learning Objectives:
    - Knowledge of Human Cultures and the Physical and Natural World
    - Inquiry and Analysis
    - Critical and Creative Thinking
    - Intercultural Knowledge and Competence
    - Foundations and Skills for Lifelong Learning
  
- **Mind & Body** (3 cr) UWL's official motto *Mens Corpusque* (mind and body) underscores the importance of the interaction between physical and mental well-being. Students will gain the knowledge and skills to improve their own well-being through the application of the dimensions of wellness (such as physical, emotional, intellectual, environmental, social, spiritual, occupational) and will recognize that individual decisions and actions impact the wellness of others.
  - LEAP Essential Learning Objectives:
    - Inquiry and Analysis
    - Critical and Creative Thinking
    - Foundations and Skills for Lifelong Learning
  
- **Arts and Aesthetics** (3 cr) The arts represent a fusion of the emotional, spiritual, and intellectual realities of the human condition. Study of the arts leads to heightened aesthetic experiences and deepens cultural understanding. This includes courses that focus on understanding, appreciating, and experiencing the fine and performing arts.
  - LEAP Essential Learning Objectives:

- Knowledge of Human Cultures and the Physical and Natural World
  - Inquiry and Analysis
  - Critical and Creative Thinking
  - Foundations and Skills for Lifelong Learning
- **Lab Science** (4 cr) As the health and prosperity of our society becomes more dependent on science and technology, individuals must be sufficiently knowledgeable about scientific facts and applications to make skilled decisions concerning their use. In these courses, students will learn content and principles within the natural sciences, how scientists use the scientific method as a way of understanding the world, and how to critically evaluate claims from a scientific perspective.
    - LEAP Essential Learning Objectives:
      - Knowledge of Human Cultures and the Physical and Natural World
      - Inquiry and Analysis
      - Critical and Creative Thinking
      - Quantitative Literacy
      - Teamwork and Problem Solving
      - Foundations and Skills for Lifelong Learning
- **Social and Behavioral Studies** (3 cr) It is important to gain a sound understanding of oneself in relation to others and an understanding of the social institutions that people create and which serve to influence our lives. In these courses, students will use critical analysis to investigate the influence of social institutions on personal attitudes, values, and behavior in order to gain an understanding of oneself in relation to others.
    - LEAP Essential Learning Objectives:
      - Knowledge of Human Cultures and the Physical and Natural World
      - Inquiry and Analysis
      - Critical and Creative Thinking
      - Civic Knowledge and Engagement – Local and Global
      - Foundations and Skills for Lifelong Learning

## **Integrative Global Perspectives (12 credits)**

Students will use tools of inquiry from multiple perspectives to develop and address questions that encourage intellectual curiosity and seek to improve the human condition. The Perspectives courses will encourage students to connect campus and academic life to local, regional, national, and/or international communities. Courses will explore the interconnectedness of global systems to help students understand their sense of place in the world. One course must be taken from each category. At least three of the courses must have different prefixes. According to the AAC&U: *through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.*<sup>3</sup>

- **Literary Analysis** (3 cr) Literary texts (oral, written, cinematic, multimedia) imagine what it means to be human. Students will critically read a diverse range of creative texts to both extract and construct meaning. Literary analysis asks students to recognize and use a text's literary elements, to articulate the contexts that contribute to the text's meaning, and to consider how meaning differs depending on point of view.
  - LEAP Essential Learning Objectives:
    - Knowledge of Human Cultures and the Physical and Natural World
    - Inquiry and Analysis
    - Critical and Creative Thinking
    - Written and Oral Communication
    - Foundations and Skills for Lifelong Learning
    - Integrated and Applied Learning
  
- **Historical Inquiry** (3 cr) The study of the global, interconnected past provides context for understanding the present: what is past is prologue. Students will utilize modes of inquiry to examine historical events and phenomena that have occurred across time and place. Students will construct an understanding of the past by developing historical questions answered through arguments supported by various forms of historical evidence and scholarly research.
  - LEAP Essential Learning Objectives:
    - Knowledge of Human Cultures and the Physical and Natural World
    - Inquiry and Analysis
    - Critical and Creative Thinking
    - Written and Oral Communication
    - Information Literacy

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<sup>3</sup> <https://www.aacu.org/value/rubrics/global-learning>

- Intercultural Knowledge and Competence
  - Foundations and Skills for Lifelong Learning
  - Integrated and Applied Learning
- **Environmental Engagement** (3 cr) Understanding the interaction between humans and their environment is crucial to maintaining a sustainable use of natural resources for a healthy world. Students will learn about environmental issues that exist or are likely to arise in the future. Students will understand, and articulate perspectives on, the complex interactions between society and the natural world by synthesizing the scientific, ethical, and cross-cultural context of environmental matters.
    - LEAP Essential Learning Objectives:
      - Knowledge of Human Cultures and the Physical and Natural World
      - Inquiry and Analysis
      - Critical and Creative Thinking
      - Ethical Reasoning and Action
      - Foundations and Skills for Lifelong Learning
      - Integrated and Applied Learning
- **Cultural Perspectives** (3 cr) We live in an interdependent world in which understanding of other cultures and societies is essential. Students will explore how social and ethical choices impact informed responsible decision-making, including the consequences of these decisions on other people. They will learn how to develop their sense of place and global stewardship in a pluralistic world and develop intercultural competency by engaging with global languages, beliefs, and customs.
    - LEAP Essential Learning Objectives:
      - Knowledge of Human Cultures and the Physical and Natural World
      - Inquiry and Analysis
      - Critical and Creative Thinking
      - Intercultural Knowledge and Competence
      - Ethical Reasoning and Action
      - Foundations and Skills for Lifelong Learning
      - Integrated and Applied Learning

No change from current program:

- Writing Emphasis/Writing in the Major will continue as it currently exists
- BA/BS requirements will continue as they currently exist

## IMPLEMENTATION AND FUTURE VISION

Once the proposed General Education program is approved by Faculty Senate, the implementation process will begin. Implementation and future revisions to General Education should be the responsibility of the General Education Committee (GEC), ideally under the guidance of a General Education Director to maintain historical memory and a guiding vision as the program continues to evolve (see Program Goal #3).

The General Education program needs to be dynamic and ever-changing, and assessable. In other words, this proposal is a *start*. Once implemented, modifications can and *should* be made periodically to keep it fresh (see Program Goal #3). In order to ensure that the GE program continues to align with best practices in the future, and remains effective, relevant, and transferable among UWS schools, the Faculty Senate will be responsible for ensuring assessment of the entire GE program every five years *at minimum*, and making needed modifications to the program in response to that assessment. The Faculty Senate and Administration should consider the possibility of creating at least a part-time administrative position (*not* a reassignment) to ensure that there is a point person responsible for keeping the program updated as we continually update our departmental programs.

### **Implementation and Future Vision**

1. Departments/faculty will propose one category home for each of the General Education courses that they want to continue offering that is the best fit based on the category definitions and learning objectives (LOs). Courses as they are currently taught may need to be modified to fit the new definitions/LOs. The General Education Committee (GEC) will approve these placements prior to the implementation of the new program.
2. Faculty should consider adding assignments/components to General Education courses that allow students to connect to their major course(s) (see Program Goal #1). The GEC may consider requiring that courses have such an assignment/component.
3. We are encouraging faculty from various disciplines who teach courses in University Core and Integrative Global Perspectives to coordinate and develop courses to fit a common theme. A theme would be built into the current general education requirements by coordinating at least 3 courses. Themes would be developed by faculty and approved by GEC. (Examples of three possible themes can be found in the Appendix). In order for a student to receive the credit for the theme, there must be a coordinated assessable product from the theme courses, to be approved by GEC. Students would take at least three courses (minimum 9 cr) from three different departments/programs, but would not need to take the courses in the same semester. The theme topic would be reflected on their transcript. As students take these theme courses, they would develop a deeper understanding of the topic by studying it from multiple angles through different disciplines. Themes would be optional for students and their development would be based on mutual interest among faculty and students.
4. The new proposed program begins with Integrative *Global* Perspectives to promote our mission for the GE program. However, we envision faculty having the ability to develop alternative Perspectives with a different focus in the future, possibly as a natural evolution from a theme.

5. Other ideas that have come from our listening sessions with campus include adding a requirement for a “cultural immersion” experience, and/or a service component, and/or an internship, and/or a research experience, and/or a General Education Capstone experience. Such a program appears to have wide support across campus and Institutional Research shows that most students already participate in some such program, and some UW-System schools currently have such a requirement. Before requiring such a program at UWL, more resources need to be in place to make sure all students have the ability to be involved.

## RESOURCES

The proposed program and its future visions require the following resources:

- support for a General Education Director--- UWL is the only UW campus that does not have at least a part-time administrative appointment (not reassignment) dedicated to this task; if we want this program to be monitored the way our other programs are, we need someone in charge of it
- a one-time influx of funds to support textbook purchase during implementation
- support for co-teaching and development of new courses for themes that are more inter-disciplinary
- support for FYS from all departments where there is desire by faculty to teach them
- support for scheduling flexibility

APPENDICES

TABLE 1: Mapping Proposed General Education Program to LEAP Essential Learning Outcomes \*

	First College Courses				University Core					Integrated Global Perspectives			
	<i>First Year Seminar</i>	<i>ENG 110/112</i>	<i>CST 110</i>	<i>Quantitative Reasoning</i>	<i>Ethnic Diversity</i>	<i>Mind &amp; Body</i>	<i>Arts &amp; Aesthetics</i>	<i>Lab Science</i>	<i>Social &amp; Behavioral Sciences</i>	<i>Literary Analysis</i>	<i>Historical Inquiry</i>	<i>Environmental Engagement</i>	<i>Cultural Perspectives</i>
<b>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)</b>				X	X		X	X	X	X	X	X	X
<b>Intellectual and Practical Skills</b>	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Inquiry and Analysis</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Critical and Creative Thinking</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Written and Oral Communication</i>		X	X							X	X		
<i>Quantitative Literacy</i>				X				X					
<i>Information Literacy</i>	X	X	X								X		
<i>Teamwork and Problem Solving</i>	X			X				X					
<b>Personal and Social Responsibility</b>		X			X	X	X		X	X	X	X	X
<i>Civic knowledge and engagement--local and global</i>									X				
<i>Intercultural knowledge and competence</i>					X						X		X
<i>Ethical reasoning and action</i>												X	X
<i>Foundations and skills for lifelong learning</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Integrated and Applied Learning</b>										X	X	X	X

\* This is *one* working model but GEC and GEAC will establish the appropriate outcomes for the various categories.

TABLE 2: Mapping Proposed General Education Program to UW-System Requirements (modified LEAP Essential Learning Outcomes)

	First College Courses				University Core					Integrated Global Perspectives			
LEARNING OUTCOME	<i>First Year Seminar</i>	<i>ENG 110/112</i>	<i>CST 110</i>	<i>Quantitative Reasoning</i>	<i>Ethnic Diversity</i>	<i>Mind &amp; Body</i>	<i>Arts &amp; Aesthetics</i>	<i>Lab Science</i>	<i>Social &amp; Behavioral Sciences</i>	<i>Literary Analysis</i>	<i>Historical Inquiry</i>	<i>Environmental Engagement</i>	<i>Cultural Perspectives</i>
<b>Knowledge of Human Cultures and the Physical &amp; Natural World</b>													
<i>Knowledge of Human Cultures</i>					X		X		X	X	X		X
<i>Knowledge of the Physical &amp; Natural World</i>				X				X				X	
<b>Intellectual and Practical Skills</b>													
<i>Effective Communication *</i>		X	X							X	X		
<i>Critical and Creative Thinking</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Personal and Social Responsibility</b>													
<i>Intercultural Knowledge And Competencies</i>		X			X		X	X	X	X	X		X
<i>Individual, Social, and Environmental Responsibility</i>	X					X			X			X	
<b>Integrated and Applied Learning **</b>										X	X	X	X

\* WE/WIM requirement

\*\* e-portfolio for General Education program assessment



TABLE 3: Mapping Proposed General Education Program to UW-System Associates Degree Requirements

	First College Courses				University Core					Integrated Global Perspectives			
<b>Associates degree cr. req.</b>	<i>First Year Seminar (3 cr)</i>	<i>ENG 110/112 (3 cr)</i>	<i>CST 110 (3 cr)</i>	<i>Quantitative Reasoning (4 cr)</i>	<i>Ethnic Diversity (3 cr)</i>	<i>Mind &amp; Body (3 cr)</i>	<i>Arts &amp; Aesthetics (3 cr)</i>	<i>Lab Science (4 cr)</i>	<i>Social &amp; Behavioral Sciences (3 cr)</i>	<i>Literary Analysis (3 cr)</i>	<i>Historical Inquiry (3 cr)</i>	<i>Environmental Engagement (3 cr)</i>	<i>Cultural Perspectives (3 cr)</i>
<b>Knowledge of Human Cultures and the Physical &amp; Natural World</b>				X	X		X	X	X	X	X	X	X
<i>(18-25 cr)</i>													
<b>Intellectual and Practical Skills</b>													
<i>Effective Communication (6 cr)</i>		X	X							X	X		
<i>Critical and Creative Thinking (3-6 cr)</i>	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Personal and Social Responsibility</b>													
<i>Intercultural Knowledge And Competencies (3-6 cr)</i>		X			X		X	X	X	X	X		X
<i>Individual, Social, and Environmental Responsibility (6 cr)</i>	X					X			X			X	
<b>Integrated and Applied Learning</b>										X	X	X	X

## **THEME EXAMPLES**

### Social Justice

Social Justice promotes equity of opportunity and participation for all social identity groups. How do wealth, ethnicity, gender, and even geographic location affect the social contract between the individual and society? Courses in the Social Justice theme will make students aware of the effect that privilege makes on opportunity for advancement in our society and discuss the processes for attaining equity and inclusivity in all areas of life.

(LEAP Essential Learning Outcomes possibly addressed: Intercultural knowledge and competence, Ethical reasoning and action, Foundations and skills for lifelong learning)

### Sustainability

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. How do individual, social, and cultural factors influence sustainability? Courses in the Sustainability Theme will look at the impact of current practices and technologies on the environment, societies and policies.

(LEAP Essential Learning Outcomes possibly addressed: Civic knowledge & engagement- local and global, Intercultural knowledge and competence, Ethical reasoning and action, Foundations and skills for lifelong learning)

### Technology & Culture

Technology has always influenced our culture from the ability to control fire to life prolonging medicines. How does technology influence our behavior? What are the ethical implications of technology on our culture? How does society drive changes in technology? Courses in the Technology & Culture theme will investigate the interplay between technology and culture.

(LEAP Essential Learning Outcomes possibly addressed: Civic knowledge & engagement- local and global, Ethical reasoning and action, Foundations and skills for lifelong learning, Information literacy)

## COMPARISON OF CURRENT GE PROGRAM TO PROPOSED GE PROGRAM

<b>Current GE Program (48 cr minimum)</b>	<b>Fall 2020 GE Program (42 cr minimum)</b>	<b>Proposed GE Program (41 cr minimum)</b>
<i>Skills (13 cr)</i>	<i>First Year Seminar (3 cr)</i>	<i>First College Courses (13 cr)</i>
Literacy: tools for skilled communication (6 cr)	<i>Skills (13 cr)</i>	First year seminar (3 cr)
Mathematical/Logical systems and modern languages: tools for structured analysis and communication (7 cr) one course must be a math course	Literacy: tools for skilled communication (6 cr)	Written and spoken literacy (6 cr)
<i>Liberal Studies (26 cr)</i>	Mathematical/Logical systems and modern languages: tools for structured analysis and communication (7 cr) one course must be a math course	Quantitative reasoning (4 cr)
Minority cultures or multiracial women's studies (3 cr)	<i>Liberal Studies (26 cr)</i>	<i>University Core (16 cr)</i>
International and multicultural studies: becoming world citizens (6 cr)	Minority cultures or multiracial women's studies (3 cr)	Ethnic diversity (3 cr)
Science: understanding the natural world (4 cr) one course must be a lab science course	International and multicultural studies: becoming world citizens (6 cr)	Mind & body (3 cr)
Self and society: understanding oneself and the social world (3 cr)	Science: understanding the natural world (4 cr) one course must be a lab science course	Arts and Aesthetics (3 cr)
Humanistic studies: the search for values and meaning (3 cr) one course must be a literature course	Self and society: understanding oneself and the social world (3 cr)	Lab science (4 cr)
Arts: the aesthetic experience (4 cr) must take two courses from different depts	Humanistic studies: the search for values and meaning (3 cr) one course must be a literature course	Social and behavioral studies (3 cr)
Health and physical well-being: learning to create healthy lives (3 cr)	Arts: the aesthetic experience (4 cr) must take two courses from different depts	<i>Integrative global perspectives (12 cr)</i>
	Health and physical well-being: learning to create healthy lives (3 cr)	Literary analysis (3 cr)
		Historical inquiry (3 cr)
		Environmental engagement (3 cr)
		Cultural perspectives (3 cr)