The Goal of a University of Wisconsin-Platteville Education

[What is in brackets will be deleted in the catalog copy.]

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A University of Wisconsin—Platteville education consists of two main components: the core curriculum (commonly called “general education”) and the academic major. The core curriculum provides a broad foundation of knowledge and skills; the academic major focuses on the knowledge and skills of a specific field. The overall goal is to empower graduates to live thoughtfully, concerned about their professional careers, as well as public issues that reach far beyond their professional circle, local community, or nation. More specifically, a rigorous University of Wisconsin-Platteville education in the arts and sciences enables students to:

1. apply their knowledge to recognize and solve a wide variety of problems,
2. appreciate and create works of excellence,
3. develop an informed perspective on national and international issues, and
4. participate ethically and wisely in a diverse society.

These goals reflect the opening statement of the Select Mission in which the University of Wisconsin-Platteville pledges itself to: “enable each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate more wisely in society as a competent professional and a knowledgeable citizen.”

Student Learning Outcomes

The full impact and value of a University of Wisconsin—Platteville education is impossible to measure. Many of its benefits are not recognized until after the student has graduated. Nevertheless, some of its benefits are measurable. Measurable student learning outcomes are listed below, under the goal to which they are most closely connected. For each of these student learning outcomes, University of Wisconsin—Platteville students shall:

1 [“The Goal of a University of Wisconsin—Platteville Education,” except for what is in red, was approved by the Faculty Senate and the University Undergraduate Curriculum Commission in May 2008.]
1. Apply their knowledge to recognize and solve a wide variety of problems.

**Student Learning Outcomes**

- **Mathematical Reasoning Skills**
  1. Recognize mathematical patterns to solve problems.
  2. Demonstrate ability to work with numbers, space, and data.

- **Effective Communication Skills**
  3. Construct articulate explanations using the language of each discipline being studied.
  4. Organize written and spoken material in a coherent and logical pattern that is also mechanically sound.
  5. Demonstrate knowledge of the processes of human communication and develop critical listening skills.
  6. Read, write, listen, and speak at a basic level in a language other than English.

- **Critical Thinking Skills**
  7. Demonstrate skills in problem-solving.
  8. Distinguish between valid and invalid reasoning.
  9. Assess the plausibility of proposed solutions.
  10. Demonstrate knowledge of scientific methods.

2. Appreciate and create works of excellence;

**Student Learning Outcomes:**

- **Knowledge of the Arts and Sciences**
  1. Demonstrate knowledge of the fundamental ideas at the heart of the arts and sciences, including fine arts, history, humanities, mathematics, the natural sciences, and the social sciences. It also includes the disciplines that cut across these categories, namely, ethnic studies, women’s and gender studies, and international education.

- **Creative thinking skills**
  2. Demonstrate appreciation for the creative works of others.
  3. Demonstrate the ability to create works of personal expression.

3. Develop informed national and international perspectives;

**Student Learning Outcomes:**

- **International awareness**
  1. Demonstrate knowledge of cultures other than one’s own.
  2. Demonstrate knowledge of the ideologies, cultures, places, political and economic systems that shape the world.
o Cultural awareness
3. Demonstrate knowledge of the history, culture, customs, values, lifestyles and contributions of the populations of color in the United States.
4. Demonstrate knowledge of the cultural constructs that perpetuate stereotypes and social interaction based on gender, race, ethnicity, religion and sexual orientation.
5. Identify the social and political structures that support racism, sexism, and other forms of discrimination.
6. Recognize the influence the students’ own culture, gender, racial identity, and experiences have on their own attitudes towards people different from themselves.

   o Individual Responsibility
     1. Recognize that personal choices have consequences on ourselves, others, and the environment.
   o Social Responsibility
     2. Distinguish between ethical and unethical behavior.
     3. Demonstrate knowledge of the multiple viewpoints regarding ethics, justice, and other questions of human meaning and value.
     4. Recognize the importance of individual engagement on a local, regional, national, or international level.
     5. Recognize the impacts of technology and scientific innovation on society and the environment.

These student learning outcomes are satisfied by successful completion of core curriculum courses and courses in the student’s major.²

² [The Student Learning Outcomes were first distributed to the campus in April, 2009.]
Core Curriculum Requirements
[Changes from current model are in red.]
(Minimum 43 credits)

Entry Year Experience
(Required of all students who enter UWP with fewer than 30 credits)

An introduction to college course (1 credit)
[Individual programs can propose their own course to fulfill this requirement.]
All sections must contain:
• A core component of “survival skills” for freshmen (e.g. time management skills, information about campus resources, advising, etc.).
• Information about engagement opportunities (e.g., PACCE).
• Discussion of diversity issues.
• A participation requirement. Students are required to attend/participate in a minimum of 3 events or activities during the semester (may count participation in one meeting of a student organization as one event).

Competencies (13-21 credits)

At UW-Platteville, the competencies are comprised of the basic skills: (1) English Composition, (2) Foreign Language, (3) Mathematics, (4) Speech and (5) Wellness/Physical Activity. The design of the basic competency program assumes that high school graduates have met the minimum standards of the university. Opportunities for testing out of certain basic requirements for the baccalaureate degree will exist. Students with exceptionally strong high school backgrounds may earn general education credit by CLEP (College Level Examination Program) or AP (Advanced Placement) testing. Entering students who do not meet minimum standards on the UW System English and Mathematics Placement Tests may be required to take remedial courses in these areas, and such courses will not count toward general education or graduation requirements.
(1) English Composition (6 credits)
   Students must be able to write and read effectively.

(2) Foreign Language (0-8 credits)
   Students must be able to use a language other than English. Two years of the same high school language with a minimum of "C" average the second year fulfills this requirement.

(3) Mathematics (3 credits)
   Students must have a basic competency in computation, problem solving, and quantitative reasoning.

(4) Speech (2-3 credits)
   Students must be able to understand spoken English and communicate using it effectively.

(5) Wellness/Physical Activity (2 credits).
   Students must know how to achieve and maintain both their physical and mental well being.

Liberal Studies Areas (minimum 29 credits; at least 6 credits at the 2000-level or above)

(1) Ethnic Studies (3 credits)
   The purpose of ethnic studies is to awaken the minds and spirits of students to the issues of race and ethnicity in the United States and the social realities and moral challenges of racism in U.S. culture. It strives to help students fulfill their intellectual, moral and social potential, and encourages them to remove barriers that can prevent others from achieving their own potential.

(2) Fine Arts/History/Humanities (12 credits)
   • The purpose of the study of fine arts is to help students become familiar with the historical and cultural heritage of the fine arts. They should also gain a basic understanding of the creative processes, forms and concepts used in the arts.
   • The purpose of the study of history is to challenge students to understand and assess our past, in order to form a clearer perception of the present and to deal more effectively with public issues.
   • The purpose of the study of humanities is to explore the range of human thought and experience - achievements and failures, joys and sorrows, comedy and tragedy, life and death. It should challenge students to understand and evaluate how others, past and present, historical and fictional, have struggled with these issues.

This requirement is met by taking at least three credits in approved courses in each of these three areas: Fine Arts, History, and Humanities. The remaining three credits must be a second, advanced course (2000 level or above) in the same discipline chosen from the Fine Arts, History, or Humanities.
(3) Gender Studies (3 credits)
The purpose of gender studies is to help students come to a better understanding of themselves as responsible individuals operating within a gendered cultural context, paying special attention to perspectives involving women.

(4) International Education (3 credits)
The purpose of international education is to challenge students to understand our place within the world and to provide basic knowledge about cultures, people or nations beyond the borders of the United States.

(5) Natural Sciences (8 credits)
The purpose of studying the natural sciences is to help students understand nature and how the processes of scientific investigation lead to new discoveries. The credits must be taken in approved courses in two areas (for example, Biology, Chemistry, Geography, Geology, Physics and Physical Science). In each area the course must include a laboratory component.

(6) Social Sciences (9 credits)
The purpose of studying the social sciences is to develop an understanding of social systems, the dynamics of individual and group behavior and the forces that operate in social relationships. At least 3 credits must be taken in approved courses in each of two disciplines listed below (Agricultural Industries, Communication, Criminal Justice, Economics, Ethnic Studies, Geography, Political Science, Psychology, Sociology, Speech, and Women’s Studies). The remaining 3 credits must be a second, advanced course (2000-level or above) in one of the two disciplines previously chosen.

A course may fulfill more than one liberal arts requirement, but no student may use a single course to fulfill more than two liberal studies requirements.

[Courses that double-count must be approved by both sponsoring programs (e.g., Ethnic Studies and Social Sciences). Interdisciplinary courses are encouraged.]

Writing Emphasis (WE) Requirement (6 credits)
“Writing Emphasis” (WE) courses must meet the requirements below. WE courses may be either General Education courses or discipline-specific courses; in the former case, courses are also expected to satisfy all appropriate General Education guidelines.

1. Instructors are expected to assign their students both informal and formal writing as means to gain and express an understanding of discipline-specific content. When and where appropriate, instructors should teach students the rhetorical strategies and writing conventions of their particular field or discipline.
2. Instructors are expected to provide meaningful feedback on student writing. This may be achieved through direct lecture, handouts, class discussion, analysis of model writing, written feedback from the instructor, directed peer reviews, and instructor-student conferences. In addition, the Writing and Tutoring Resource (WATR) Center should be seen as a source of supplemental support rather than direct instruction.

3. Writing activities must constitute a substantial component of the course. “Substantial portion of the course” is defined as either (a) a minimum of 30 pages of student writing, or (b) at least 30% of a student’s semester grade determined by writing assignments or activities. Written examinations consisting partially or wholly of essay questions may not be included in a course’s satisfaction of either of the requirements above.

4. Multiple writing assignments are expected throughout the semester, as are opportunities to revise selected assignments. A single term paper without opportunity for revision does not meet this requirement.

5. Before teaching a WE section, an instructor is required to participate in WE training presented by the Teaching & Learning Center (TLC). [amended by the Faculty Senate 10-23-12]

In addition, the following requirements must be satisfied.

- WE courses must be numbered at the 2000 level or higher.
- WE courses must include ENGL 1230/Freshman Composition II as a co-requisite or prerequisites.

**General Rules**

1. Only approved courses may be used to fulfill the core curriculum requirements. All approved core curriculum courses must meet at least four of the UWP Student Learning Outcomes. Multiple sections of core curriculum courses must have the following items in common: course title, course description, and student learning outcomes.

   2. Every student must earn a minimum of 42 credits in upper-division courses (courses numbered 3000 or above).

   3. All students must earn 32 credits in residence at UW-Platteville and also 23 of their last 32 credits in residence.

[The UUCC requires existing general education courses to be resubmitted for approval once the new general education model is completed. (Approved by Faculty Senate and UUCC in May 2008.)]
The UUCC will assess the new Entry Year Experience and the Writing Emphasis requirements five years after the new model are implemented.