I. INTRODUCTION

The Special Task Force on General Education Requirements presented the following statement on the "Goals and Rationale of General Education" in a preamble to its report to the Academic Program and Curriculum Committee.

General education should provide opportunities to develop a strong foundation of verbal and quantitative skills; to understand the roles of methods and processes and their constraining effects on thought; to gain cultural and historical perspectives on the world; to develop consciousness of self in relation to tradition; to appreciate creativity, including the creation, testing, and application of ideas; to see how ideas relate to social structures; and to understand how values infuse both action and inquiry.

In addition to the intellectual objectives of general education, there are career considerations. In a society of rapidly expanding knowledge, training for a special task or concentration in a specific skill, risks the obsolescence of that training. Only a broad grasp of method and of the nature of innovation and renovation can prepare a person for work today. University education should provide the basis for intellectual mobility, for continuing education, and for intellectual replenishment in mid-career. Of course this must be done without sacrificing necessary depth: the environment of a university provides a unique opportunity to delve deeply into specific areas and thus to serve both the individual and society.

The general education curriculum must be embodied in and exemplified through disciplines. In order to achieve the objectives, the courses in that curriculum cannot deal with techniques in the narrow sense but must explore the foundations of knowledge: how the discipline establishes its concepts; how these concepts need to be revised to meet new problems; how the criteria of choice are established with respect to alternative patterns of inquiry, mode of expressions, or course of action.

General and specialized education are directly related. General education provides a broad body of knowledge as context for specialization, and the general-education emphasis on conceptual inquiry leads students to more comprehensive views of their specialties. In this way students learn to relate particular tasks to general areas and thus acquire sufficient agility of mind and mobility of skills to move from problem to problem as knowledge develops.
II. THE GENERAL EDUCATION REQUIREMENTS

The General Education Requirements for UWM include two major requirement categories, the first designed to assure basic student competencies and the second designed to provide students with a broad body of knowledge as a context for specialization. The first set of requirements, competency requirements, includes the general areas of English composition, mathematics, and foreign language. The second set of requirements, distribution requirements, includes the general areas of the arts, the humanities, the social sciences, and the natural sciences.

1. English Composition

Proficiency in English composition must be demonstrated by writing an essay examination at a level of achievement to be determined by the Academic Program and Curriculum Committee.

Students qualify to write the essay examination in two ways:

1) By passing the Wisconsin English Placement Test with a satisfactory score (65 on Form A) or

2) By earning a grade of B- or better in English 101 or 102, Afro-American 101, or Linguistics 118.

Completion of the English Composition Requirement is prerequisite for junior standing.

2. Mathematical Skills

Students must achieve a satisfactory score on the mathematics proficiency exam*, or obtain a grade of C or better in Mathematics 112 (College Algebra) or equivalent. Satisfactory completion of the Mathematics Proficiency examination is prerequisite for junior standing.

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*The standard currently applied in L & S is a score of 2 on the Mathematics Placement Test. The members of the APCC feel that while this standard may be used initially, serious consideration should be given to raising the score to 3 within four years of the adoption of the GER proposal.
3. **Foreign Language**

   Required is a level of competency equivalent to the intermediate college level. This requirement is satisfied by:

   1) Four years of a modern foreign language, or three years of a classical language, in high school or

   2) Two semesters of foreign language in college at the 200 level or above, or

   3) Proof of being bilingual, or

   4) Demonstration of proficiency in a second language at the intermediate level as determined by a formal test.

4. **The Arts**

   Three credits in a course on the history, philosophy, theory, or practice of the creative and expressive arts (e.g. visual arts, dance, music, theatre and creative writing).

5. **The Humanities**

   A total of six credits in at least two courses.

6. **The Social Sciences**

   A total of six credits in at least two courses.

7. **The Natural Sciences**

   A total of six credits in at least two courses. At least one must include laboratory or field experience illustrating the generation and testing of data and the application of concepts and knowledge to the solution of problems.

The College of Letters and Science listing of courses in the Humanities, Social Sciences, and Natural Sciences shall initially be used to define the respective disciplines. The Academic Program and Curriculum Committee may designate other courses as falling in one of those disciplines, as appropriate. It is not expected that every course will fall under one of those three disciplines.
III. Procedural Matters

The following recommendations relate to the implementation and administration of general education requirements.

1. Governance and Administration

a) The Academic Program and Curriculum Committee has the responsibility for establishing policy in the area of general education. This responsibility includes: the approval of courses to be designated as fulfilling the requirements; the approval of all proficiency examinations and the setting of minimum scores; the establishment of policies pertaining to student appeals; and the general monitoring of the academic impact of the requirements.

b) The faculty of an individual school or college may request exemption from portions of the general education requirements for one or more of its programs. Such requests should be addressed to the Academic Program and Curriculum Committee and may be based on such grounds as excessive credit burden on majors, conflict with accreditation standards in the profession, or other academic grounds. Decisions of the Academic Program and Curriculum Committee may be appealed to the Faculty Senate.

c) The administration of the General Education Requirements should be handled by the Office of the Vice-Chancellor for Academic Affairs, the Office of the Registrar, and the separate schools or colleges, in accordance with present procedures. Individual student compliance will be monitored in the same manner as compliance with other curricular requirements, i.e., by school/college advisory staff and by the office of the Registrar. Student appeals will be handled in accordance with established department/school/university procedures. The Academic Program and Curriculum Committee will monitor compliance by schools and colleges.

d) Bulletin copy prepared under a) and b) above shall be approved under automatic consent or may be modified by the Faculty Senate before the General Education Requirements are published.
2. General Education Requirements and Admission Requirements

The APCC should be charged with the task of working with the Admissions and Records Policy Committee to review admissions standards in relation to general education requirements.

3. Registration, Records, and Class Standing

(NOTE: This item was returned to Committee.)

The Senate should establish a single set of rules for advancement of class standing in all undergraduate schools and colleges.

- Freshman - Admission
- Sophomore - Semester after completion of 28 credits and removal of all admission deficiencies
- Junior - Semester after completion of 58 credits and successful completion of English proficiency and Math Placement examinations.
- Senior - Semester after completion of 88 credits, including 18 credits of higher division courses.

4. Effective Date

a) With the exception of Part II, item 3 "Foreign Language," these requirements shall apply to new students entering at the freshman level in the first regular semester following approval and publication of these requirements in the UWM Bulletin.

b) Part II, item 4 "Foreign Language" shall apply to students whose scheduled date of graduation from high school is five years after the approval and publication of these requirements in the UWM Bulletin.