Report of the Nominations Committee
for University Committee Vacancies

This is a special election to fill two vacancies resulting from the resignations of Professors Haubrich and Sappenfield.

Nominations from the floor may be made at the Faculty Meeting September 21, 1989. Please contact the person you wish to nominate prior to the meeting to obtain his/her consent.

THIS IS NOT A BALLOT

Nominees

UNIVERSITY COMMITTEE (elective)

Two to be elected for three-year terms.

Barry Benjamin  Assoc  Music
Dale Snider      Assoc  Physics
Ellen H. Steury Assoc  Soc Welf
Winston Van Horne Prof  Afro Am

Continuing Members

Carol Baumann  DOCE/Pol Sci
Robert Greenstreet  Architecture
Ellen Murphy  Fdtns of Nurs
Ken Watters  Chemistry

1989 NOMINATIONS COMMITTEE

Patrick Bellegarde-Smith
Joanne Browning (no longer at UWM)
Richard Dittman, Chair
Ian Harris
Ronald H. Lingren
Vida Stanton
Michael Utzinger
Marilyn E. Miller, ex-officio
[The following document represents the recommendations of the 1990 GER Task Force as amended and approved by APCC (amended portions are underlined).]

The Task Force recommends that, until such time as at least 2/3 of entering UWM freshman will have satisfied the GER Foreign Language Requirement by means of high school coursework, or until such time as the Foreign Language Requirement is funded without reallocation in the campus budget, the requirement be modified as follows:

1. Change the name of this component of the GER to read Foreign Language/Culture.

2. Allow students to satisfy this requirement by means of two options in addition to those currently specified, namely:
   a. (5.) Two courses at the 200 level or above, for a total of at least six credits, which focus on foreign countries or regions;
   b. (6.) Twelve credits earned in at least one semester of study in a foreign country as part of a UWM approved program.

3. The Academic Program and Curriculum Committee, in consultation with appropriate academic departments and faculty members, shall establish specific criteria for determining which courses may be used to satisfy option (5.) above, according to the following basic guidelines:

   The courses should be devoted to the study of a country or region outside the United States, and should stress those aspects of the foreign country or region which reveal the particular culture, customs, institutions, traditions, habits, and modes of thought or expression which distinguish it from other countries or regions. Presumably courses from a wide variety of disciplinary areas might satisfy this option, as long as they meet the specific criteria established by the APCC.

4. Courses approved for options (5.) may not also satisfy the GER Cultural Diversity requirement. Courses approved for option (5.) may be courses which are also approved to meet other categories of GER distribution requirements. However, a student option to fulfill his/her GER Foreign Language/Culture requirement under option (5.) would be required to complete these six credits in addition to the credits needed to fulfill the GER distribution requirements.
Supplement A  
Faculty Document No. 1683, October 18, 1990

In November, 1984, the UWM Faculty Senate passed Faculty Document No. 1382, the campus General Education Requirements, which included a requirement that each undergraduate student have instruction or competence in a foreign language (see attached faculty senate document No. 1683, Supplement B). At this November, 1984 meeting the Faculty Senate expressly rejected an amendment that would have conditioned implementation of the GER upon allocation of sufficient additional funds to cover the additional costs. The implementation of the foreign language requirement was delayed until Semester 1, 1991, to provide ample notice to high schools in the hope that high school students planning to enroll at UWM would take additional foreign language courses before they entered UWM. It was also anticipated that the delay would provide an opportunity to identify and allocate the resources necessary to implement this requirement.

In December, 1989, the Vice Chancellor and the University Committee established a Task Force to assess the impact of implementing the foreign language requirement. The Task Force was charged to review previous estimates of the cost of implementation of the foreign language requirement and to assess their accuracy in terms of current information; to review statistics regarding the foreign language preparation of the undergraduate students entering UWM; to assess the possible impact of the requirement on undergraduate enrollment at UWM; to explore possible alternatives to the requirement which would satisfy the intent of the Senate; to consider whether delaying the requirement would aid in transition; and to propose a general plan of implementation.
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 an 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 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
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.

III. Procedural Matters

4. **Effective Date**

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