

Summary of General Education Program & Degree Types at UWSP

Mission Statement

The General Education Program (GEP) provides the framework of a liberal education, equipping students with the knowledge and skills to facilitate intellectual and personal growth, pursue their advanced studies, and improve the world in which they live.

GEP Learning Outcomes

The General Education Program (GEP) seeks to develop these qualities of global citizenship in four distinct ways. After completing the general education curriculum, students will:

- Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
- Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
- Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
- Apply their knowledge and skills, working in interdisciplinary ways to solve problems.

Undergraduate Degree Types Offered at UWSP

UW-Stevens Point offers six distinct baccalaureate degrees and an associate's degree. Below, each degree is generally defined. The requirements for the associate's degree are the same for all students at UW-Stevens Point. For baccalaureate degrees, individual academic programs have the flexibility to determine which degrees are offered through their major and the specific requirements. Academic programs have the responsibility to do so within the framework of the general definitions below and in support of UW-Stevens Point's general education mission to equip you with the knowledge and skills to facilitate intellectual and personal growth, pursue your advanced studies, and improve the world in which you live.

The requirements below are common to all baccalaureate degrees at UW-Stevens Point:

- Complete the General Education Program (GEP) requirements
- Complete the requirements of a major
- Earn a minimum of 30 credits in residence at UW-Stevens Point
- Earn at least 40 credits at the 300 level or above
- Earn a minimum of 120 credits
- Earn a minimum 2.0 gpa in credits attempted at UW-Stevens Point
- Earn a minimum 2.0 gpa overall, including both UW-Stevens Point and transfer credits

Each academic program will build on the foundation provided by the General Education Program by developing its own mission, goals, and program learning outcomes. In doing so, programs will comply with the following degree requirements, which must be assessed within each major:

Bachelor of Arts (BA)

The BA is a liberal arts degree intended to develop skills and talents essential to succeeding in a global society. It combines study of the arts, humanities, historical perspectives, and the natural and social sciences with advanced critical inquiry and an in-depth knowledge in an academic discipline (major). The program develops cultural, social, and political literacy, including the

abilities to communicate effectively and clearly in writing and in speech, and to understand on a basic level a world language other than one's own.* In so doing, it fosters the ability to understand and actively participate in discourses both within and beyond the field of your major (such as a minor or second major), and it promotes engagement with cultural, social, and political difference.

* A two-semester sequence of university entry level world language courses (101, 102) is required. The requirement may be fulfilled through equivalent coursework or other language acquisition as demonstrated through a test out policy (including Native American languages and American Sign Language). If your native language is not English and you can document formal high school or university study of your native language, then you may use ENGL 101 and ENGL 202, or ENGL 150 as a means of fulfilling this foreign language requirement.

Bachelor of Science (BS)

The BS is a liberal arts degree intended to develop skills and talents essential to professional work. It combines study of the arts, humanities, historical perspectives, and the natural and social sciences with advanced critical inquiry and an in-depth knowledge in a specific academic discipline (major). The program develops an understanding of empirical analysis, scientific methodology and protocols, and mathematics and quantitative techniques. In so doing, it equips you for continued engagement in professional research within your chosen field.

Bachelor of Fine Arts (BFA) and Bachelor of Music (BM)

The BFA and BM are professional degrees focusing intensive study and practice in the fine arts, performing arts, and design fields through a specific academic discipline (major). Essential artistic and intellectual development is achieved through building practical experience, repertoire, and mastery within the chosen discipline and through critical inquiry into cultural, historical, and technical aspects relevant to the defined profession. Standards for the BFA and BM are established by national accreditation agencies and implemented in the major at the department level.

Bachelor of Applied Studies (BAS)

The BAS is a liberal arts degree completion program intended to develop skills and talents essential to succeeding in a global society*. The BAS program of study provides a four-year degree option for adult students to pursue advanced career opportunities and thereby strengthen the communities in which they work and live. The BAS curriculum combines advanced coursework in communication and leadership with study of the arts, humanities, historical perspectives, and the natural and social sciences. The program develops cultural, social, and political literacy, and builds the abilities to communicate effectively in writing and in speech and to exercise leadership skills.

*If you're entering the BAS program you must have completed an Applied Associate degree from a Technical College. The BAS requires completion of at least 120 credit hours, and up to 72 credits may be awarded for coursework previously completed for the Applied Associate degree. Once enrolled in the BAS program, you will also be required to complete the General Education Program (GEP) requirements. Many of the courses required for the BAS will also satisfy the GEP requirements.

Bachelor of Science in Nursing (BSN)

The BSN provides a baccalaureate degree option for nursing professionals who are currently licensed in the State of Wisconsin to explore a greater variety of professional roles and responsibilities. At UW-Stevens Point, this degree program is a degree completion program for registered nurses who possess an Associate or Diploma Degree from a nationally accredited nursing program. The BSN degree requires completion of General Education Program (GEP) requirements and additional coursework in nursing and related disciplines.

Relationship Between General Education Program and Degree Types

The General Education Program (GEP) applies to all students regardless of degree type (BA, BS, BM, BFA, BAS, and BSN). In addition to the GEP, there are degree requirements for the BA, BS, BM, BFA, BAS, and BSN which have been integrated into majors.

Earning Multiple Baccalaureate Degrees

Upon the implementation of the new GEP and the new degree type requirements, you will be permitted to receive two separate diplomas if you complete the requirements for multiple different baccalaureate degree types concurrently.

You may want to return to school after graduating to complete additional majors or minors. You may do so without earning a second degree. However, if you have earned one bachelor's degree, you may subsequently earn a second by completing all requirements for the second degree.

You may use courses you completed for your first degree to satisfy requirements for your second degree. The major for your second degree must be an approved major for that degree.

Associate Degree (AD)

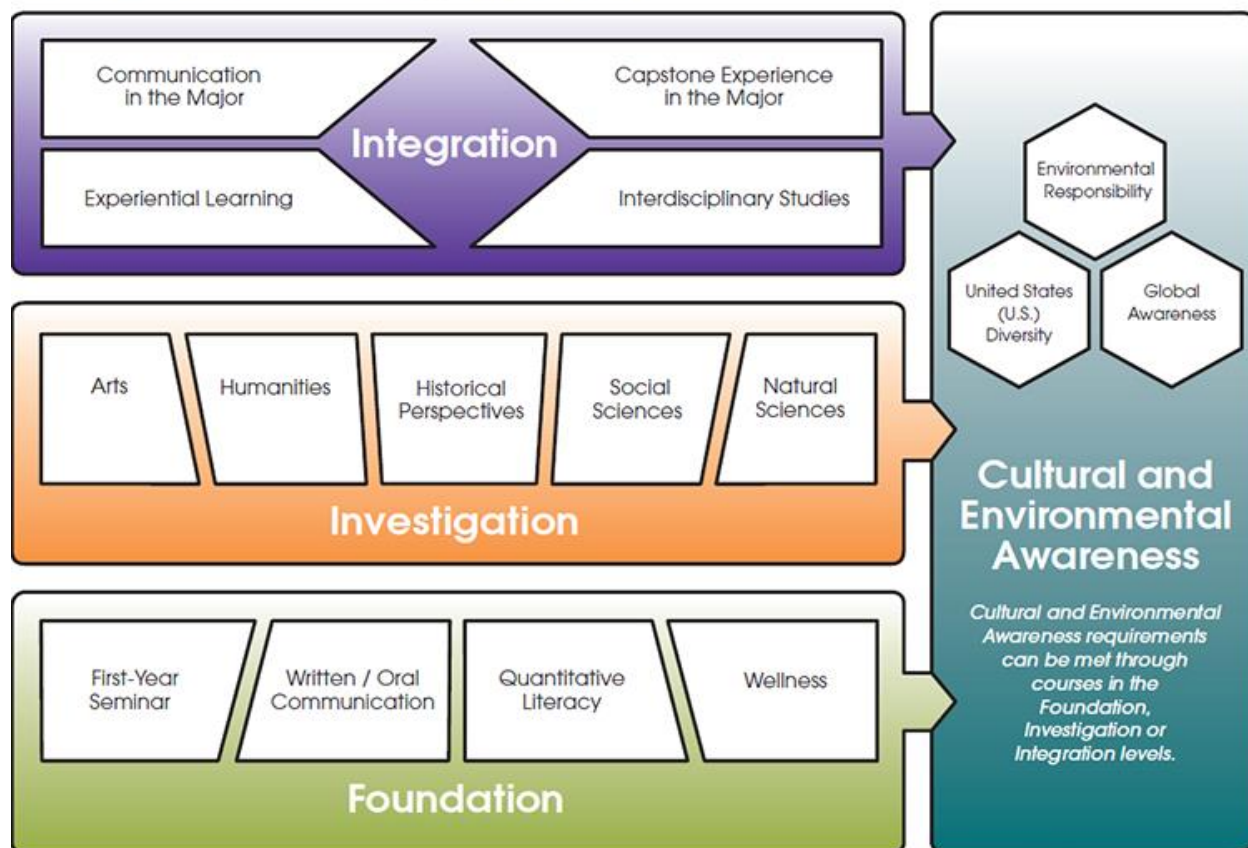
The Associate Degree (A.D.) is a liberal arts foundational degree for many college majors and is confirmation of an important accomplishment on the path to a bachelor's degree. Meeting the four program outcomes of the General Education Program requires the following: demonstrate the critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society; demonstrate a broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced; recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability; and be able to apply this knowledge and skills, working in interdisciplinary ways to solve problems. The Associate Degree requires the completion of the General Education Program, except for the Communication in the Major and the Capstone Experience in the Major.

The following requirements apply to all Associate Degrees at UW-Stevens Point:

- Complete the General Education Program requirements, except for Communication in the Major and Capstone in the Major
- Earn a minimum of 15 credits in residence at UW-Stevens Point
- Earn a minimum of 60 credits.
- Meet the UW System associate degree guidelines.
- Earn a minimum 2.0 gpa in credits attempted at UW-Stevens Point
- Earn a minimum 2.0 gpa overall, including both UW-Stevens Point and transfer credits

Structural Components, Learning Outcomes, and Course Criteria

General Education Program (GEP) Diagram



No course in the Foundation or Investigation Levels may satisfy more than one general education requirement, unless it is paired with one of the following categories: Global Awareness, U.S. Diversity, Environmental Responsibility, or Experiential Learning. Courses that exceed the GEP credit requirements satisfy the requirement.

FOUNDATION: DEVELOPING FUNDAMENTAL SKILLS (10-16 CREDITS)

Courses listed under this category are intended to provide students with the basic skills necessary for intellectual development and to succeed in their studies at UWSP, including critical thinking, quantitative literacy, information literacy, written and oral communication, and wellness. Students will complete 16 credits in this area, including the following:

Please note, the First Year Seminar was approved to be suspended for the 2017-2018 academic year. In lieu of a First Year Seminar, incoming student will need to take 24 credits at the investigation level with 3-9 credits in each category. (Resolution 2016-2017-059, 11/2/2016)

First Year Seminar (3 credits)

A First Year Seminar is an academically rigorous foundational course for incoming first year students. The course is designed to introduce critical thinking skills, orient students to the academic community and campus life, and equip incoming freshman with other skills necessary to be a successful student. Fostering intellectual inquiry and self-assessment, this

course will help students begin the process of taking responsibility for their education, career choices, and personal development.

Upon completing this requirement, students will be able to:

- Describe the key components and purpose of a liberal education and explain how a liberal education will shape your college studies, career, and life.
- Identify key components of critical thinking and information literacy and apply the associated skills within course assignments.
- Skills for college success, as well as appropriate UW-Stevens Point programs, resources, and services designed to support your academic studies.
- Develop an educational plan that demonstrates the responsibility you will take for your own education, including curricular and co-curricular experiences.

Written and Oral Communication (9 credits)

Written Communication (6 credits): Introductory writing classes provide an essential foundation of communication skills on which students can build throughout the rest of their university careers and beyond. They develop students' skills in analyzing audience, structuring written documents, and understanding and applying the conventions of effective writing.

Subsequent writing courses build upon these skills by helping students learn to locate sources, critically analyze information, and synthesize their ideas with those of others to write well-supported academic arguments. They also provide an essential starting point for the more specialized writing students will be expected to do in the future within their fields of study.

Upon completing this requirement, students will be able to:

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

Oral communication (3 credits): Learning to speak effectively is an essential part of a liberal education. However, effective communication in today's society requires more than the acquisition of oral presentation skills. UWSP also expects students to develop skills in using visual communications technologies and other media tools in order to enhance presentations and connect more meaningfully with audiences.

Upon completing this requirement, students will be able to:

- Compose and deliver articulate, grammatically correct and organized oral assignments using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, oral communication activity/genre, and audience.
- Apply your understanding of elements that shape successful oral communication such as topic, purpose, genre, and audience to critique your own and others' delivery to provide effective and useful feedback to improve your communication.

Quantitative Literacy (3 credits)

Quantitative literacy is knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem-solving, decision-making, economic productivity and real-world applications. Such skills are essential for citizens living in today's global society.

Upon completing this requirement, students will be able to:

- Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format.
- Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications.
- Construct a conclusion using quantitative justification.

Wellness (1 credit)

Wellness is a dynamic process of becoming aware of and making conscious choices toward a more balanced and healthy lifestyle. It is multi-dimensional and holistic, encompassing lifestyle, mental and spiritual wellbeing, and the environment. Wellness is an essential attribute of a well-rounded, liberally educated person and of strong societies. Understanding the dimensions of wellness and their impact on individuals, families and societies is essential to being a responsible global citizen.

Upon completing this requirement, students will be able to:

- Assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being.
- Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.

INVESTIGATION: UNDERSTANDING THE PHYSICAL, SOCIAL, AND CULTURAL WORLDS (21 CREDITS)

Building on the skills and knowledge from the foundation level, courses listed under this category are meant to encourage students to acquire broad knowledge of the world in which they live, as well as the various disciplinary methods by which this knowledge is produced. Students will complete 21 credits in this area, including a minimum of 3 credits and a maximum of 6 credits from each category below.

Arts (3-6 credits)

The arts celebrate the human capacity to imagine, to create and to transform ideas into expressive forms. The arts provide us with a rich record of human cultures and values throughout time. They enable us to understand and enjoy the experience of our senses and to sharpen our aesthetic sense. Courses in the arts examine the process of creativity, and explore the artistic imagination or the relationship between artists, their works and the societies in which their works are produced. The arts challenge us to understand creativity and the distinctive intellectual process of the human imagination.

Upon completing this requirement, students will be able to:

- Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.

Do at least ONE of the following

- Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.
- Demonstrate an understanding of creative expression by producing or performing a creative work.

Humanities (3-6 credits)

The humanities explore the fundamental ideas and values shaping cultures and civilization, in life and as represented in the written word, using scholarly approaches that are primarily analytical, critical, or interpretive. By introducing students to concepts and beliefs within and outside their own perspectives, courses in the humanities help students to understand and critically engage a variety of worldviews and the ideas that give them meaning.

Upon completing this requirement, students will be able to:

- Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
- Investigate and thoughtfully respond to a variety of ideas, beliefs, or values held by persons in situations other than one's own.

Historical Perspectives (3-6 credits)

An understanding of the past and the methods by which people seek to explain it are essential to finding meaning in the present. By exploring the evolution of human societies—their institutions, ideas, and values—students gain a framework for understanding themselves and the world; and they learn to make connections between history and the natural sciences, the social sciences, the arts, and the humanities.

Upon completing this requirement, students will be able to:

- Use primary sources as evidence to answer questions about historical change.
- Describe difference among interpretations of the past.
- Analyze institutional and cultural changes in one or more human societies over time.

Social Sciences (3-6 credits)

The social sciences provide students with an understanding of humans and their behavior as individuals and within communities, institutions, and social structures. Courses in this category equip students to contribute to public discourse and function as responsible citizens of their professions and communities.

Upon completing this requirement, students will be able to:

- Explain or apply major concepts, methods, or theories used in the social sciences to investigate, to analyze, or predict human behavior.
- Examine and explain how social, cultural, or political institutions influence individuals or groups.

Natural Sciences (3-6 credits)

As the progress of our society becomes more dependent on science and technology, our future becomes increasingly dependent upon a scientifically literate population. Individuals today must be sufficiently knowledgeable about scientific facts, science applications, and the process of scientific inquiry in order to make reasoned decisions concerning their use in addressing society's problems. Courses in this area must contain a laboratory component to help students develop an understanding of scientific inquiry.

Upon completing this requirement, students will be able to:

- Interpret information, solve problems, and make decisions by applying natural science concepts, methods, and quantitative techniques.
- Explain major concepts, methods, or theories used in the natural sciences to investigate the physical world.
- Describe the relevance of aspects of the natural sciences to their lives and society.

CULTURAL AND ENVIRONMENTAL AWARENESS (0-9 CREDITS)

Courses listed in this area are meant to foster greater awareness of cultural and environmental issues that currently shape today's world as a means of better preparing students for responsible citizenship. Students will complete 3 credits in each area below. But since these courses are intended to be cross-listed as requirements in other parts of the general education curriculum, for most students, they should require no additional credits.

Global Awareness

Global Awareness courses examine the unique cultural, political, economic, intellectual, and/or religious components of societies, countries, regions, and peoples that are distinct from those found within the United States. By learning about these cultures, students can appreciate the key differences and similarities between diverse modes of human life and reach a better understanding of the human condition on a global scale. Moreover, this understanding will prepare students to act thoughtfully and responsibly in a global society.

Upon completing this requirement, students will be able to:

- Identify and explain various components of a culture that is distinct from those found within the United States.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

U.S. Diversity

U.S. Diversity courses are designed to consider the role of diversity in American life, where diversity is defined to include both individual differences (e.g. personality, learning styles, and life experiences) and other group and social differences (e.g. race, gender, ethnicity, country of origin, class, sexual identity/orientation, religion, ability, or other affiliations). Satisfaction of this requirement will prepare students to act thoughtfully and responsibly as a U.S. citizen in a global society.

Upon completing this requirement, students will be able to:

- Describe the various dimensions of diversity and marginalization within the United States.
- Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

Environmental Responsibility

Maintaining a sustainable natural environment is necessary to the long-term survival of all organisms, including humans. An understanding of the individual, social, cultural, and natural factors that influence and contribute to environmental sustainability and ecosystem function is, therefore, essential to responsible global citizenship.

Upon completing this requirement, students will be able to:

- Recognize areas of interaction between human society and the natural environment.
- Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.
- Evaluate competing scientific claims that inform environmental debates.

INTEGRATION: APPLYING KNOWLEDGE AND SKILLS (0-6 CREDITS)

Courses listed under this category are meant to build on the earlier components of the GEP giving students the opportunity to develop, integrate, and apply the knowledge and skills they learned. Students will complete at least 3 credits in this area, as well as several additional requirements.

Interdisciplinary Studies (3 credits)

Under this category, students are asked to complete one of three options: a single three-credit interdisciplinary course; an Interdisciplinary Certificate; or an Interdisciplinary Major or Minor. Each option encourages students to apply the knowledge and skills they have learned in the context of a topic of their choosing, and to do so in ways that facilitate making connections across disciplines. In this way, students learn to recognize that issues can be viewed in multiple ways, and that solving problems requires integrating and harmonizing these perspectives.

Upon completing this requirement, students will be able to:

- Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue.
- Explain the benefits of being able to combine these contributions.

Experiential Learning (non-GEP credit)

Experiential learning is a broad concept, including many types of active, hands-on learning opportunities. It is an example of a “high-impact teaching practice” that has been shown to enhance a student’s comprehension of course material, to enable students to see connections between theory and practice, to aid student retention, and to develop a student’s sense of responsibility for their education. Moreover, experiential learning provides students with an experience that aids in the development of leadership skills and responsible citizenship.

Experiential learning is the synthesis of hands-on experience with some relevant aspect of a student’s university education. This synthesis of experience with learning takes place in the context of a structured reflection activity. An appropriate reflection activity will vary depending on the experiential learning activity and the intended learning outcomes.

In some cases, students can satisfy this requirement by completing a structured, credit bearing course that has been proposed by an academic department and approved by the General Education Committee. Department proposing the credit-bearing course or experience will use

their best judgment when determining the number of hours required, as well as the type of reflection required of students. In other cases, however, students may elect to satisfy this requirement by completing an Experiential Learning Activity (ELA).

Students benefit from opportunities to learn by reflecting on experiences beyond their typical classroom activities and by applying the knowledge and skills they gain from traditional courses in new settings. To this end, students are required to complete an Experiential Learning requirement as part of UWSP's new GEP.

To fulfill this requirement, students will:

- Complete an approved experiential learning project.
- Reflect on the experiential learning activity in order to gain further understanding of their university education, and an enhanced sense of one's personal responsibility as a member of a larger community. (Note: "Community" in this context is defined as any of the various on- or off-campus departments, units, or organizations with whom students might work to complete their Experience Learning requirement.)

Communication in the Major (non-GEP credit)

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon completing this requirement, students will be able to:

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Capstone Experience in the Major (non-GEP credit)

A capstone experience is either a single seminar or a broader culminating experience designed to be offered near the completion of a student's program of study. It is meant to provide students the opportunity to make connections between the key learning objectives of their majors and the GEP Outcomes, and to consider how their educations have prepared them for the world beyond the university.

To fulfill this requirement, students will:

- Complete a project that integrates knowledge, skills, and experiences related to those GEP Outcomes appropriate to the discipline.
- Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.

Key Policy Changes

Placement, Test-Out, and Credit-by-Exam Policies

- A code of 7 or higher (pre-Fall 2017) or PC, TRIG, CALC (post-Fall 2017) codes on the Math placement test will exempt students from the Quantitative Literacy requirement.
- Students may test-out of or receive credit-by-exam for all GEP requirements, except for Experiential Learning, Communication in the Major and Capstone Experience in the Major

requirements.

Transferring Credit to UWSP

- If a student has earned an approved bachelor or associate degree from another UW System four-year institution, a UW College, or an approved associate degree from one of the Wisconsin Technical College System (WTCS) Liberal Arts Transfer Programs, then the student will have satisfied the UWSP General Education Program requirements, except for the Communication in the Major and Capstone in the Major requirements.
 - Currently, those institutions affiliated with the Liberal Arts Transfer Program include Madison Area Technical College, Milwaukee Area Technical College, Chippewa Valley Technical College, Western Wisconsin Technical College, and Nicolet Area Technical College.

Catalog Year Requirements and Advising Policy

- Because the degree requirements will now be embedded in the major, students will no longer have the option of choosing a pre-2013 set of major requirements with the post-2013 GEP requirements. If the student requests a general education catalog year of Fall 2013 or later, then their major catalog year must be Fall 2013 or later.
- This policy applies to transfer students as if they had originally enrolled at UWSP.
- Transfer students from the UW Colleges who are continuously enrolled have the option of observing UWSP general education requirements in effect when first enrolled at a UW College campus.

Earning Multiple Baccalaureate Degrees

- Upon the implementation of the new GEP and the new degree type requirements, students will be permitted to receive two separate diplomas if they complete the requirements for multiple different baccalaureate degree types concurrently.

New GEP Category Abbreviations:

GEP Category:	Abbreviation:
First Year Seminar	FYS
Written Communication	WC
Oral Communication	OC
Quantitative Literacy	QL
Wellness	WLN
Arts	ART
Humanities	HU
Historical Perspectives	HP
Social Sciences	SS
Natural Sciences	NS
U.S. Diversity	USD
Global Awareness	GA
Environmental Responsibility	ER
Experiential Learning	XL
Interdisciplinary Studies	IS

