



CCAT Membership

- Simon Bronner, Dean of CGS
- Dave Clark*, VP of Student Success
- Scott Gronert*, Dean of L&S
- Brian Hinshaw, Director of Pathway Advising
- Nadine Kozak*, Associate Professor, SOIS
- Alejandra Lopez, Asst. Director, UG Student Services, Lubar
- Margaret Noodin, Associate Dean, Humanities, L&S
- John Reisel*, Professor, Mechanical Engineering, CEAS
- John Roberts, Professor, Sociology, L&S
- Gillian Rodger, Professor, Musicology & Ethnomusicology, Peck
- Ann Swartz, Professor, Kinesiology, CHS
- Shevaun Watson, Associate Professor, English, L&S
- Alyssa Fuller, Student, Peck

*Participants in 2030 Implementation Team





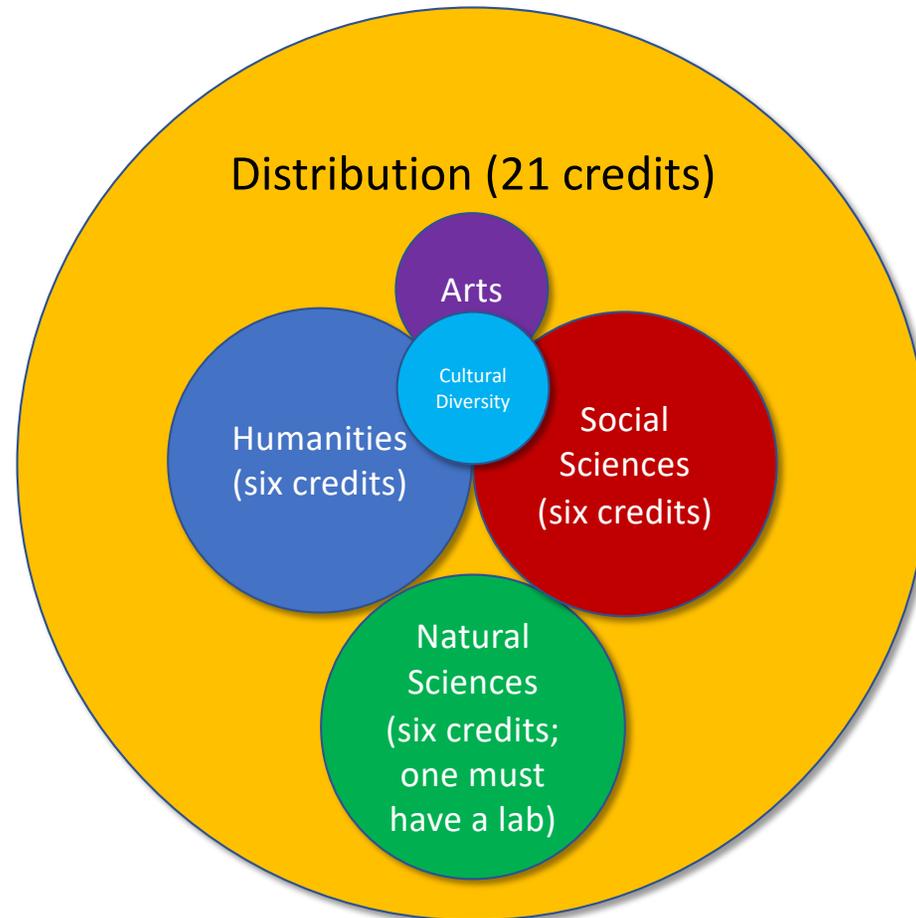
Current GER at UWM

1. Competencies: OWC and QL requirements (~12 units)
2. Distribution: humanities, social science, natural science, and arts (21 units)
3. Cultural diversity: (3 units, but usually embedded in distribution)
4. World language: (one college year, often satisfied in high school)

Current focus of CCAT is on item #2



Current





Issues with Current GER

Student Issues

1. No cohesive theme to GER courses
 2. Overwhelming number – some rarely offered
 3. Roadblocks created by units by effectively requiring or excluding GER courses
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Issues with Current GER

Institutional Issues

1. Not well connected to learning outcomes
 2. Driven too much by budget/revenue concerns rather than student outcomes
 3. Grown too large to be adequately managed
 4. Assessment of unwieldy GER portfolio is impractical and threatens our HLC accreditation
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2030 Statement on General Education

UWM's core curriculum has developed to include a variety of University, College and Program requirements that can be difficult to navigate, impede student progress, and discourage academic collaboration. Some of these issues arise from history and others from financial considerations. These should not prevent us from aligning the core curriculum to common learning outcomes and removing the barriers students face.

UWM's Goal*: Offer a core curriculum that is focused on student needs, features the development of lifetime skills and abilities, and reduces the time needed to complete a degree

*<https://uwm.edu/2030-action-team/>



CCAT Guiding Principles

1. Design GER in an intentional and coordinated way that focuses on student needs such that the value of GER can be clearly articulated to them.
 2. Focus and structure GER around learning outcomes (LO) – link to UWS LO.
 3. GER should not be a barrier to changing majors, moving between Schools/Colleges, or transferring to UWM.
 4. Recognize and utilize previous investments in personnel.
 5. Address impact of GER reform on School and College revenue through central budgeting rather than through a forced distribution of GER courses across Schools and Colleges.
 6. Manage GER course array via staff or a dedicated GER unit in Academic Affairs that coordinates with faculty governance and instructional units.
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Three Levels of Decision Making

1. Model for grouping GER courses
 2. Rubric for including courses in GER
 3. Management structure
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Three Levels of Decision Making

1. Model for the GER distribution
 - Current distribution
 - Hybrid conventional distribution plus connected learning
 - Areas of inquiry-based distribution
 - Foundational core curriculum approach
 2. Rubric for including courses in GER.
 3. Management structure
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Three Levels of Decision Making

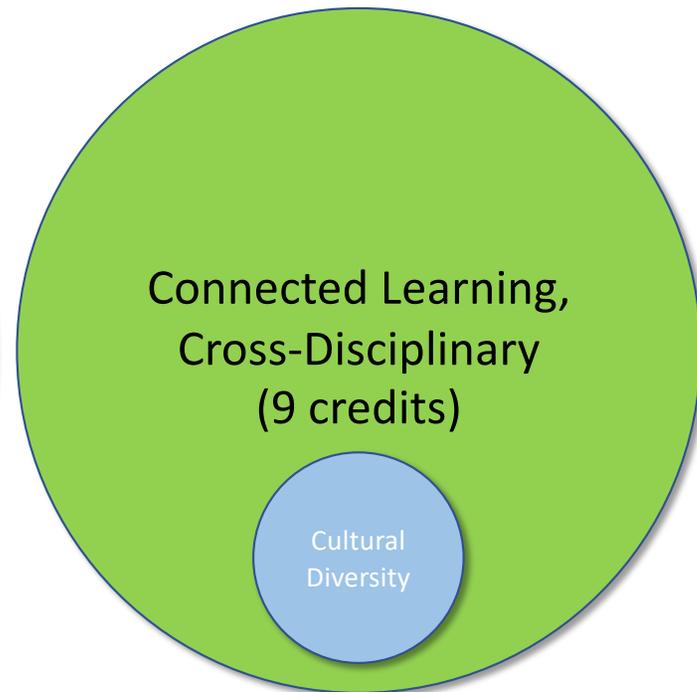
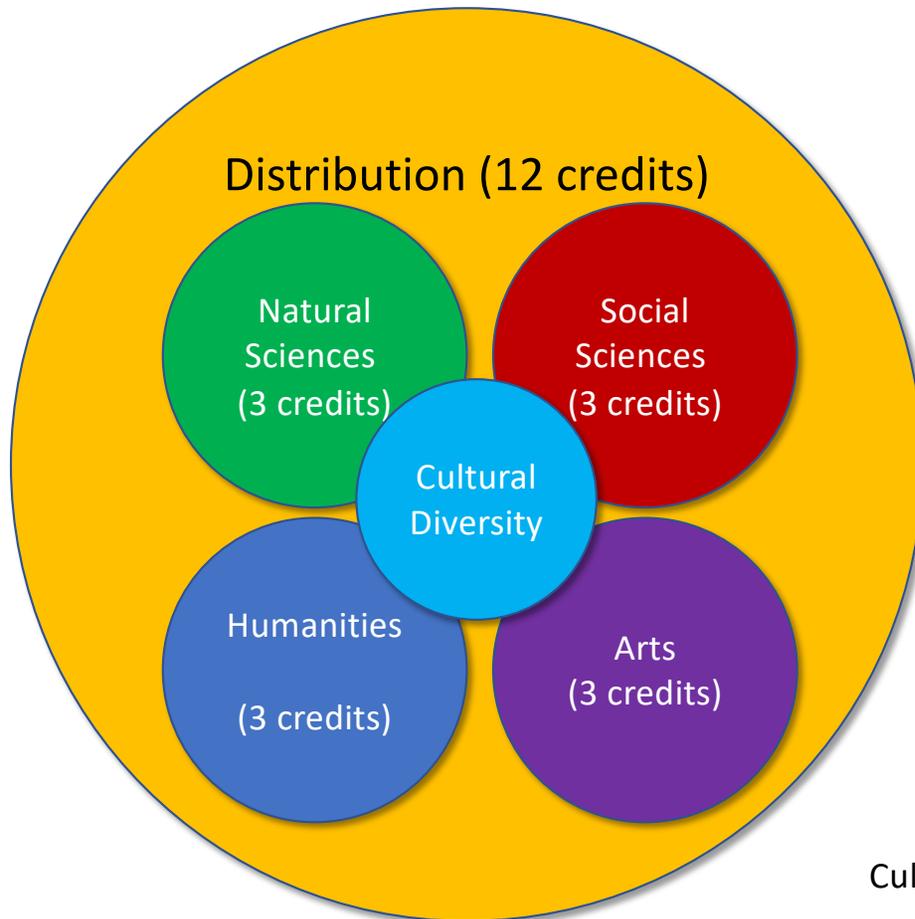
1. Model for the GER distribution
 2. Rubric for including courses in GER.
 - Meets at least one learning outcome
 - Automated assessment mechanisms
 - Fits size attribute, i.e., large, information-based or small, communication-intensive.
 - Fits connected learning scheme in GER, i.e., distribution or grouping.
 3. Management structure
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Three Levels of Decision Making

1. Model for the GER distribution.
 2. Rubric for including courses in GER.
 3. Management structure.
 - Continued management through APCC and its GER subgroup.
 - Central authority in Academic Affairs coordinating with faculty governance through APCC.
 - Central unit that delivers GER courses via agreements with Schools and Colleges to provide courses and needed staffing.
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Model #1 – Hybrid



Cultural Diversity can also be embedded in connected learning



New Model # 1: Hybrid Distribution and Connected Learning

Fundamental differences from current model

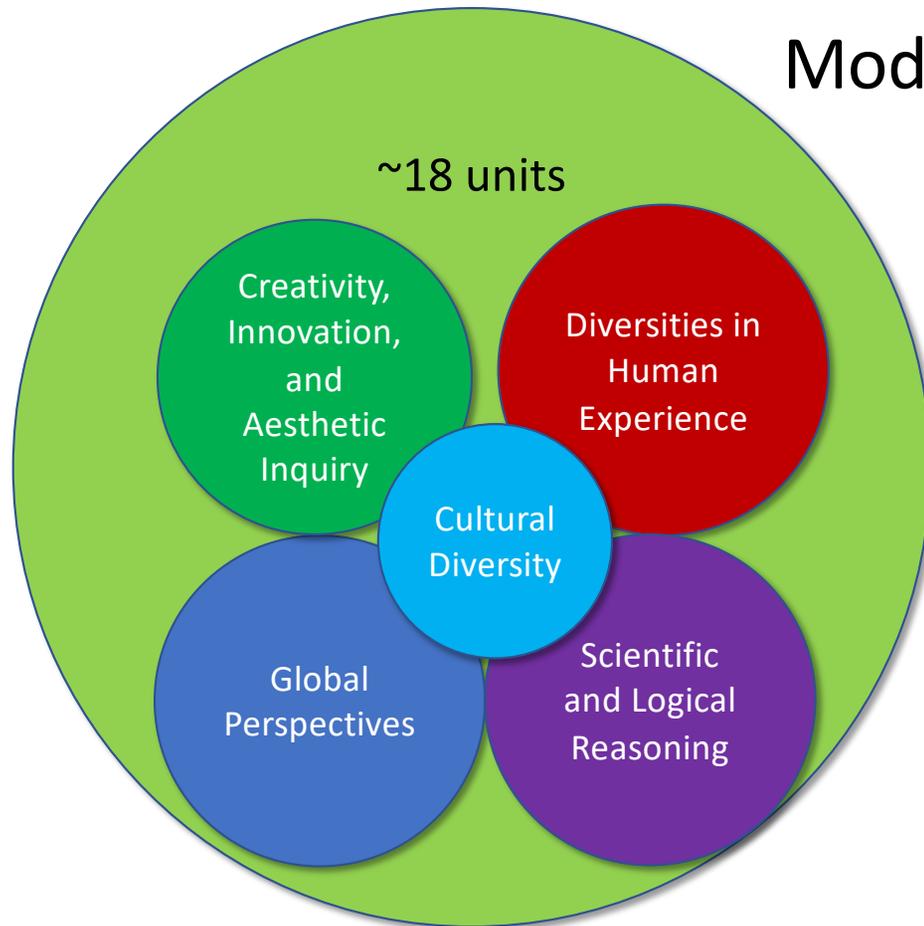
- Traditional divisional distribution dropped from 21 to 12 units
 - New 6-9 unit block of courses aimed at connecting ideas and learning from multiple disciplines to address complex issues. These are expected to be limited in number and can offer common experience to students while including desired learning in specific areas.
 - A new 1-unit University Experience course to introduce students to the university, its resources and its values. Potentially also a 1-unit prep for post-college. These also form a common experience.
 - GER unit load (excluding competency courses) is similar 19-23 vs. 21.
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New Model # 1: Hybrid Distribution and Connected Learning

Attributes

- Relatively straightforward to adapt current GER system to this model because distribution component is retained.
- Portability between schools and colleges still depends on whether they stipulate specific courses or subsets of GER that meet their requirements.
- Creates relatively few new challenges for transfer students if flexible approach is found for transfer credit in connected learning courses.
- Common student experience is attained with 2-3 connected learning courses as well as university experience courses.
- Coordinated efforts to deliver learning outcomes rest in connected learning courses and they could also convey desired content in areas such social justice, sustainability etc.
- Impacts in school/college SCH is mainly dependent on who is delivering connected learning curriculum.

Model #2 Areas of Inquiry





New Model #2: Areas of Inquiry

Fundamental differences from current model

- GER unit load (excluding competency courses) could drop from 21 to 18.
 - Could be augmented with new 1-unit University Experience course to introduce students to the university, its resources and its values. Potentially also a 1-unit prep for post-college. These also form a common experience.
 - No longer an explicit distribution between traditional divisions.
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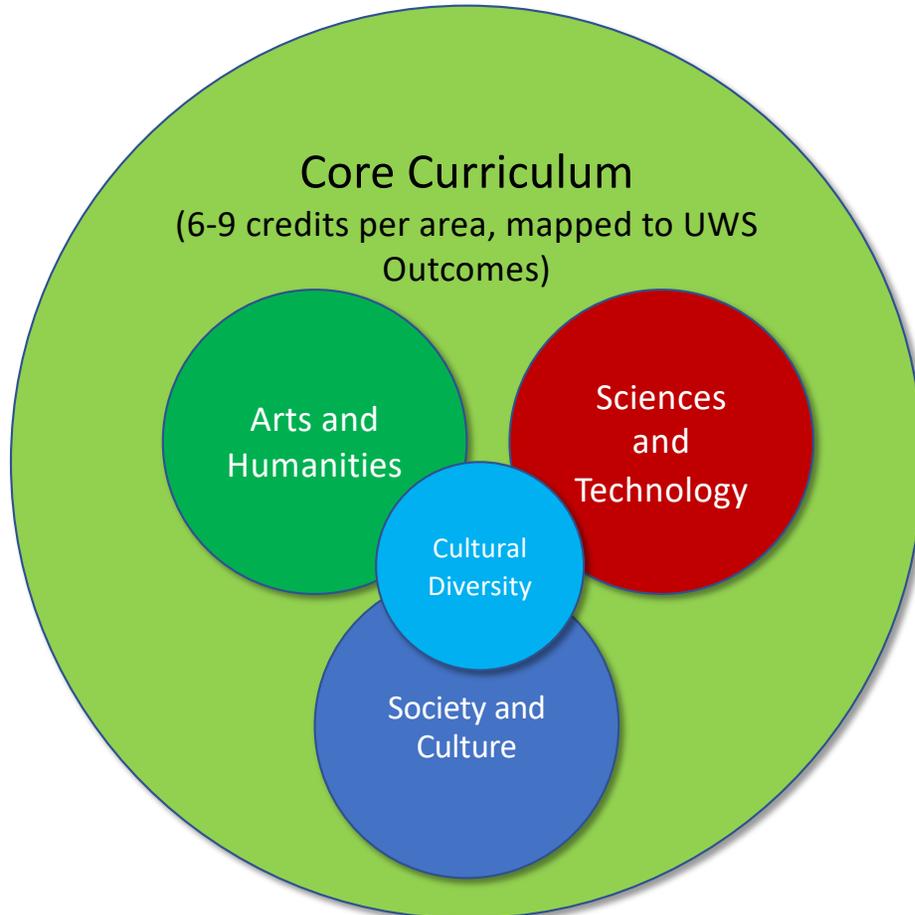


New Model #2: Areas of Inquiry

Attributes

- Involves major reorganization of how courses slot into GER groups.
 - Portability between schools and colleges still depends on whether they stipulate specific courses or subsets of GER that meet their requirements.
 - For transfer students, would require developing some flexible mechanism for mapping conventional distribution-based GER credits to the areas of inquiry.
 - Common student experience is attained through the shared areas of inquiry and university experience courses.
 - Coordinated efforts to deliver learning outcomes rest in the choice of the areas of inquiry.
 - Impacts in school/college SCH is unpredictable, but no inherent bias towards any unit.
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Model #3 Core Curriculum



Common Experience
(3-6 credits, including
“Gateway to
University Studies”
and “Career,
Financial, and Life
Planning”)



New Model #3: Foundational Core Curriculum/Common Experience

Fundamental differences from current model

- Core curriculum is not a distribution requirement; number of courses will not proliferate
 - Courses are intentionally designed by teams for General Education population
 - Courses are transdisciplinary and problem centered
 - Academic & Professional Success component helps students find majors and career pathways from wide array at UWM
 - Has advising component built into the design of broad headings guiding students
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New Model #3: Foundational Core Curriculum/Common Experience

Attributes

- Involves major reorganization of how GER is delivered at UWM, creation of an entity to house the GER program, and may have a more extended start-up time.
- Portability between schools and colleges is controlled by tightly managed, common core curriculum.
- For transfer students, it would require developing some flexible mechanism for mapping distribution-based GER credits to the common core curriculum.
- Design is focused on delivering common student experience.
- Coordinated efforts to deliver learning outcomes embedded in program.
- Fundamentally different budgeting approach that removes GER course SCH as a factor in GER revenue distribution. Revenue sharing model would be needed.



Questions

