



## 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 items #2 and #3





## 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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## CCAT Guiding Principles

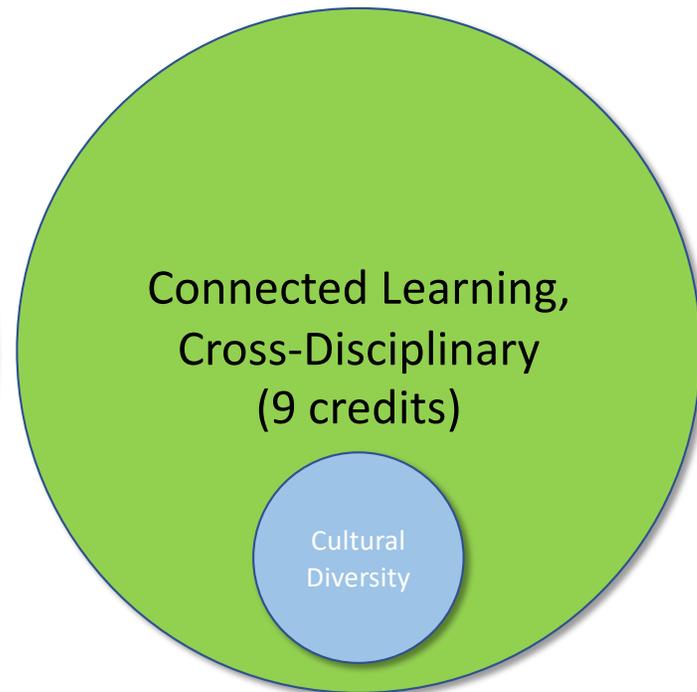
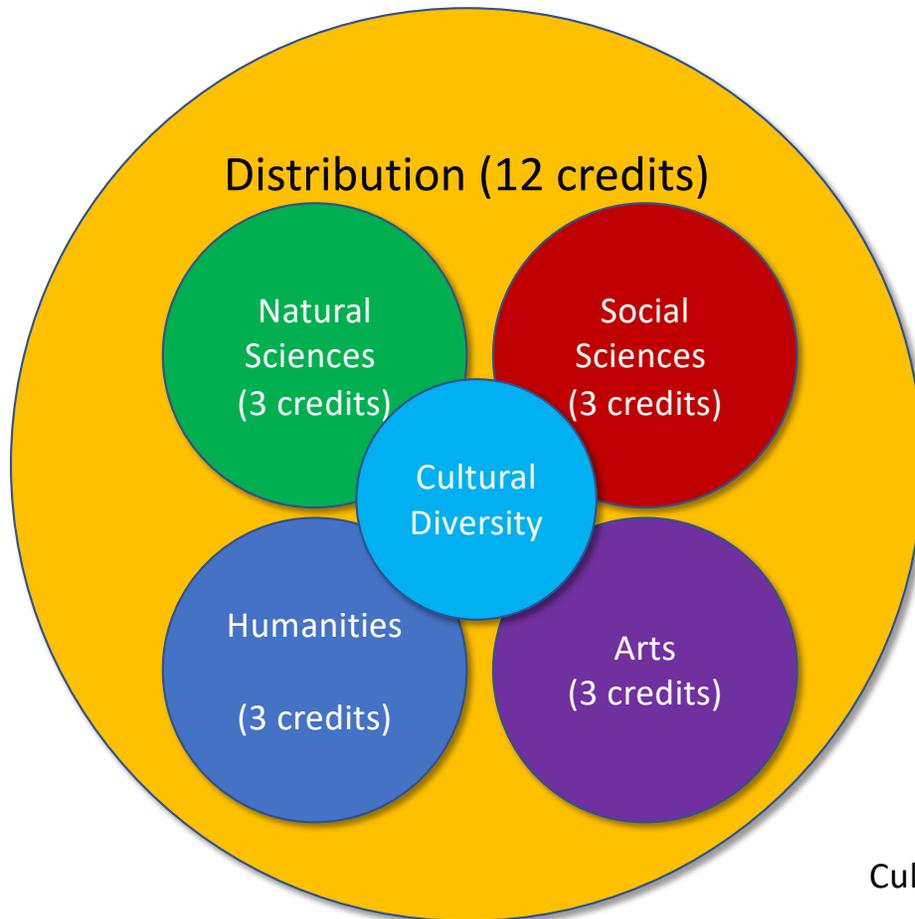
1. Design GER in an intentional and coordinated way that focuses on student needs such that the value of GER can be clearly articulated to them.
  2. Focus and structure GER around learning outcomes (LO) – link to UWS LO.
  3. GER should not be a barrier to changing majors, moving between Schools/Colleges, 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

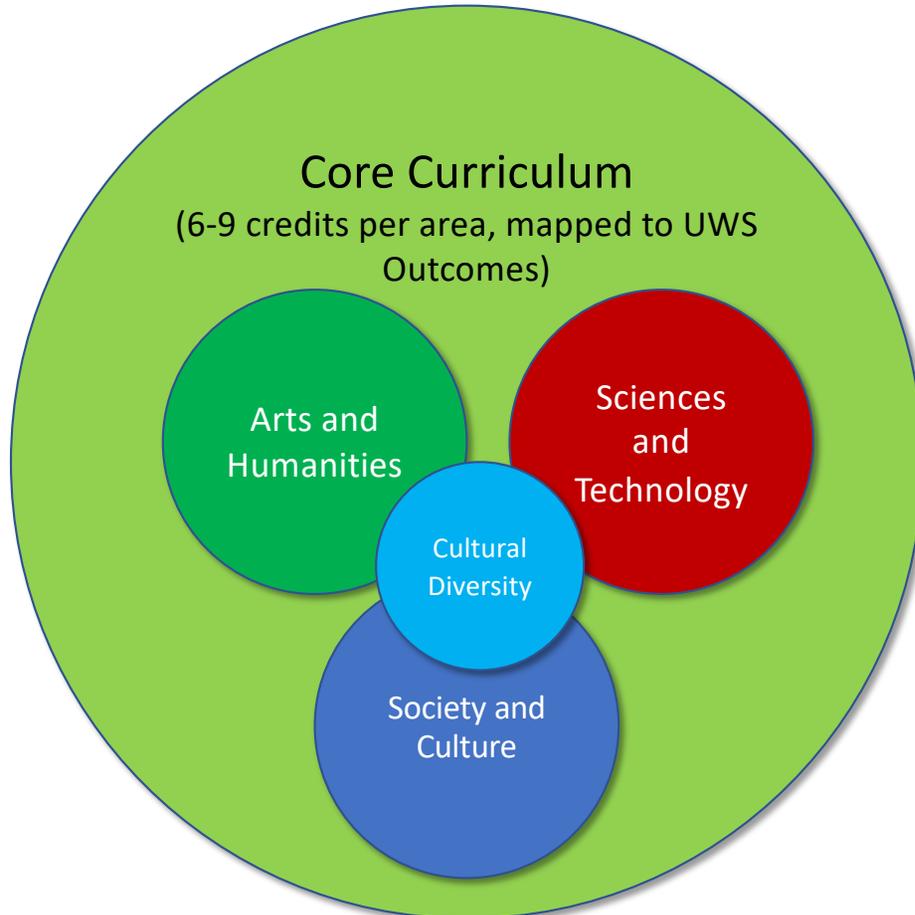
1. Model for grouping GER courses
  2. Rubric for including courses in GER
  3. Management structure
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## Model #1 – Hybrid



Cultural Diversity can also be embedded in connected learning

## Model #3 Core Curriculum



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

## 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

- Portability between schools and colleges 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.
  - Impacts in school/college SCH is unpredictable, but no inherent bias towards any unit.
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## Three Levels of Decision Making

1. Model for the GER distribution
  2. Rubric for including courses in GER.
    - a) Meets at least one learning outcome
    - b) Automated assessment mechanisms
    - c) Fits size attribute, i.e., large, information-based or small, communication-intensive.
    - d) 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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## Benefits of Revision

- Framework aligns with student interests - value of GER can be articulated through the focus on broad concepts that are relevant to learning goals.
  - Highly structured GER program, with fewer courses but more regular offerings, simplifies class scheduling for students and advisors.
  - The Areas of Inquiry align tightly with UW System Learning Goals.
  - Management guidelines and rubric designed to eliminate barriers to transfer within UWM.
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## Benefits of Revision

- Areas of Inquiry can build from current investments in the GER program.
  - Departments, faculty, and instructors can focus their labor on narrower set of GER courses with high impact.
  - Management model and rubric create straightforward assessment path.
  - Model does not favor any specific unit at UWM.
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