

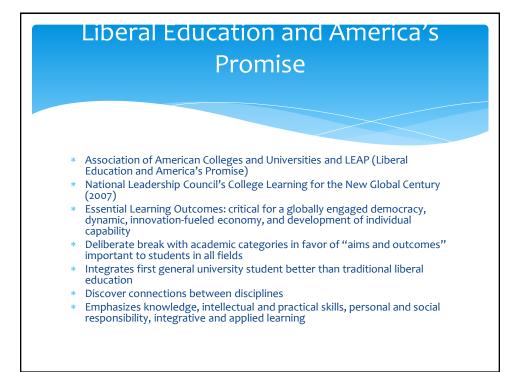
Why change the GDRs at UWSP?

GDRs

- Little logic to the distribution of credits, particularly as it connected to a student's major area of study.
- Students did not understand why they were required to take classes in particular categories and how they were related to a student's path of study.
- Faculty and advisors frequently viewed the GDRs as things to "get out of the way" and disconnected from the student's major or pre-professional education. Students, therefore, failed to see connections between general education at the university level and vocational training.
- The number of credits was perceived as a heavy load, particularly as bottlenecks existed in some categories (such as Writing Emphasis).

GEP

- * Identical GEP, regardless of major
- * First Year Seminar created for uniform introduction to university education, regardless of path of study
 - Credit limits imposed if students do not take Foundation Level requirements before 60 credits
- Clear progression from foundation to investigation to integration levels
- * GEPs are also "in-the-major"



GEP at UWSP Effective Catalog Term 201320

- * High Impact Practices including, common intellectual experiences, learning communities, research
- * Learning outcomes approach is uniform across curriculum
- Program progresses in challenge both in skill and knowledge level
- * Student engagement in material through application, writing, service learning



Class Design that Foster Assessment for the New GEP

- * Determine what kind of 'level' course is intended to be: who is the target audience?
- * Decide on the Learning Outcomes to be attained (critical thinking or broad knowledge? Personal accountability or global citizenship?)
- * Backward design of class assignments
- * Transform the syllabus to reflect readings and assignments that support and reflect learning outcomes
- * Graduation of depth and comprehensiveness of skill or knowledge in evaluation

