

UPDATE on FYS portion of GE

As of Fall 2020 all new UWL students, and transfer students with less than 30 credits, will be required to complete the new FYS 100 course in either the first Fall or Spring of their enrollment at UWL. In October 2018 FYS 100 was vetted and approved by both the Undergraduate Curriculum Committee (UCC) and the General Education Committee (GEC).

Based on current admission data, and class caps of 25 students, approximately 120 sections per year of the new course will be needed (90 Fall/30 Spring). The First Year Seminar pilot is scheduled for Fall 2019.

Each of the pilot instructors have completed a required course of workshops (co-taught by CATL staff, the Director of Student Success and members of the First Year Seminar Committee) in 2018-2019 and will be finalizing their FYS courses over the summer.

A survey went out in May 2019 to solicit interest in instructors for the Fall 2020 roll-out. Those interested will be invited to become certified in 2019-20.

UPDATE on GEWG Phase II

In September 2018, the General Education Working Group (GEWG) presented a new mission and program goals statement to campus via email. Feedback was solicited via online feedback as well as two open fora.

On October 4, 2018, the new GE mission and program goals were approved unanimously by Faculty Senate vote. The new mission reads as follows:

General Education (GE) is a common experience that fulfills UWL's vision as a student-centered university committed to a quality liberal arts education for the whole person. The program aligns with national best practices to ensure that UWL graduates develop: habits of mind essential for fostering intellectual curiosity, personal development, and professional success; creative and critical thinking; and foundations for ethical decision making. The program supports integrative learning, and prepares students for civic engagement, leadership, and global stewardship. The program provides opportunities for students to work with peers and instructors from disciplines that complement their major field of study, preparing them for a work force that increasingly relies upon team work and interaction with people from diverse backgrounds. The program also demonstrates UWL's commitment to the Wisconsin Idea, in which our socially responsible campus serves as a resource for our intertwined local, state, and global communities, collaborating and sharing resources and expertise to improve the human condition.

The complete mission and program goals document can be viewed [here](#).

In November 2018, the GEWG, Faculty Senate, and the Student Association approved the creation of three Advisory Groups—a student advisory group, an assessment advisory group, and a logistical advisory group. The assessment advisory group met in Spring 2019 and will continue to work throughout Summer 2019 on assessable outcomes for the new GE program/courses. The logistical advisory group and the student advisory group (as well as the assessment advisory group) will meet in Fall 2019 to offer targeted, specific feedback on the final format of General Education.

In January 2018, Anne met with the four chairs of departments currently involved in the Aesthetics category to get feedback from them and their departments about how they would like their portion of the program to look (e.g., similar to/same as now or join the core). They chose to remain an independent category. Anne and Sam also met with several faculty involved in the HPR105 course to discuss the opening up of that category to allow other courses to be added because of the potential impact this will have on their department, and the lack of representation from that department on the GEWG.

In Spring 2019, the GEWG met weekly for an hour through mid-April. At this time, a draft proposal was delivered to campus via email, and posted to the GE Revision web site. Feedback was obtained via email, the web site, and personal visits by GEWG members to the three Chairs meetings (CLS-April 22; CSH-May 3; CBA- May 8).

The GEWG group will continue working over the summer, alongside the assessment advisory group, to deliver a revised GE program to campus in early Fall 2019 to collect further feedback. This proposal will include 1) refined definitions for each category based on feedback we have already received, 2) a list of criteria to help further define each of the categories to help instructors and GEC understand the intent of each category, and 3) learning objectives to also help define each category. In addition, this proposal will include a summary of the rationale behind the development of this draft proposal. We may solicit feedback from Chairs during the Summer to help as we make modifications to the current draft proposal.