

Draft Implementation Plan for the Proposed University Studies Program

Goal 1

Develop a systematic process for submission of courses for approval including criteria, deadlines, appeal and related processes

Activities

1. GE Council reviews & refines the student learning outcomes of the University Studies Program. (June-September 2009)
2. GE Council creates four sub- committees of the Council to develop more specific outcomes for each of the course topic areas on the grid. These committees will develop a set of detailed outcomes, other course requirements and identify potential assessment methods. Each subcommittee reports to the whole GE committee which makes all the final decisions. Membership will be at least two members of the GE Committee and at least two experts from the relevant disciplines. Subcommittees will work with all interested faculty. This will be a constructive and collegial process. (September-October 2009)
3. GE Council develops a flow-chart outlining the process for course submission and review including appeal and related processes. Develop forms to be used for submission and review. (September-October 2009)
4. Provide opportunities for public comment and review of the outcomes, course requirements and procedures. (November 2009)
5. Recommend a final set of outcomes, course requirements and procedures for approval by the faculty senate. (To be completed by the end of the Fall 2009 semester)

Goal 2

Working with FYE and the FYS Task Force establish the parameters of the First-Year intensive experience. Develop a common set of objectives for the 1st year linking both academics and support services. The goal should be to provide a rigorous academic and intensive supportive environment for our first year students. The first year focus is a distinctive component of the William Paterson University Studies Program.

Activities

1. Retreat co-sponsored by GE Council and FYE to identify issues and discuss opportunities of the University Studies Programs
This retreat should focus on issues such as “transition to college”, collaborative opportunities with student development, opportunities for clusters and other creative approaches to an intensive first year experience, issues related to Basic Skills; identify problem areas that will need additional attention. (October 2009)
2. Working with FYE, the FYS Task Force, Department Chairs and Student Services establish a set of working principles, responsibilities, targets and benchmarks related to the development of the intensive first year program. (November 2009)

Goal 3

Course Development and Planning

Activities

1. Outreach to departments to encourage the development and /or revision of courses to meet the goals of the University Studies Program. (Fall semester 2009)
2. Sponsor workshops and training to assist faculty in the development of courses. Work with existing departments, committees, programs, etc. to provide in-house support in addition to bringing in outside speakers with specific areas of expertise. (Beginning Fall 2009 and ongoing)

Goal 4

Develop & implement a transition plan.

Activities

1. Working with department chairs, registrar, admissions, FYE and other offices, develop a detailed transition plan. Bring in a consultant to assist in the development of this plan as needed. Establish working principles, goals and benchmarks. (September-February 2010)
2. Provide an opportunity for public comment on the transition plan (February-March 2010)

Goal 5

Develop an assessment plan for General Education based on the recommendations of the subcommittees.

Activities

1. Establish a GE subcommittee to focus on the assessment. (Fall 2009)
2. Working with the Assessment Council, Institutional Research & Assessment, Learning Literacies Strategies, Voluntary System of Assessment, develop an assessment plan incorporating areas such as
 - a) assessment of student learning in relation to critical thinking and effective communication;
 - b) Course-based assessments
 - c) Development of an ongoing “program review” of courses within the dimensions and the grid categories.
 - d) Establish routine assessment of skills specifically addressed by Middle States Standards such as information and technological literacies
 - e) Develop a budget to support assessment activities

GE Council

March 23, 2009