**General Education Implementation Team (GEIT)**

Note: The following is based on the current general education (GE) proposal, which is subject to change before final approval. This plan will be updated accordingly at that time.

Purpose: The purpose of GEIT is to implement the revised GE program, pending approval by the faculty and the Provost. GEIT is comprised of a steering committee, which coordinates the efforts of various working groups, each of which addresses a specific issue. Recommendations from these working groups follow the College’s customary governance system. Recommendations directly concerning curriculum follow this general trajectory:

* The working group makes a recommendation about a particular issue.
* If the issue concerns curriculum housed in a convening group or school, the recommendation follows the customary governance system in the respective school.
* The recommendation goes to GECCo to review the aspect of the issue that concerns the GE program. The inclusion of GECCo in this trajectory, pending the decision of the governance group, honors part of GECCo’s original charge (“faculty-driven, holistic oversight” of the GE curriculum).
* GECCo makes a recommendation to ARC, which reviews the issue holistically beyond just GE.
* ARC makes a recommendation to the Provost for final approval.

Membership: GEIT is comprised of a steering committee, whose members include:

* Vice Provost (chair)
* Student Success representative
* ARC Chair
* GETF II member
* GECCo chair
* Registrar
* Transfer admissions representative
* Representatives from each of the faculty/staff groups (detailed below)
* A dean
* SGA representative

The steering committee’s role is to oversee the entire implementation process, coordinate the efforts of working groups, and ensure timely completion of all tasks. The working groups include:

* Governance group (Provost, Deans, and FAEC)
* GECCo
* Registrar’s Office
* ARC
* Deans/convening groups
* Center for Student Success
* Transfer admissions
* Various faculty/staff groups (listed below): In order to enrich the groups’ deliberations with multiple perspectives, these groups should be populated by faculty (with disciplinary expertise or broad interest) who are committed to teaching in the program and by staff from Enrollment Management and Student Affairs as appropriate.

 Major Tasks (with completion dates in parentheses):

 Governance group

* + Reconsider the governance structure of GE to determine if the existing structure is adequate, needs enhancement, or should be revised (spring 2016).

 Faculty and Staff Groups:

* + Social Science: Draft the new Social Science Inquiry course based on the assigned student learning outcomes (spring 2016).
	+ Math: Identify GE math offerings that address all assigned student learning outcomes (spring 2016).
	+ History: Identify GE history offerings that address all assigned student learning outcomes (spring 2016).
	+ Science: Identify GE science offerings that address all assigned student learning outcomes (spring 2016).
	+ Language: Sort out the remaining details of the language requirement (spring 2016).
	+ Experiential: Identify the experiential opportunities for FYS, Readings in Arts and Humanities, and Social Science Inquiry (spring 2016).
	+ Mid-career reflection: Identify experiences in each school that meet the outcomes. Recommend if the College is ready to implement this requirement for new transfer students with completed associate's degrees entering fall 2017 (spring 2016).
	+ Senior presentation: Identify senior courses with opportunities that meet the outcomes. Recommend if the College is ready to implement this requirement for new transfer students with completed associate's degrees entering fall 2017 (spring 2016). Design the senior presentation component (e.g., logistics) (fall 2017).
	+ Distribution categories: Recommend protocols for the distribution categories. Protocols include caps on the number of courses and measures to ensure that courses address all assigned student learning outcomes for the categories and dedicate a large majority of the learning experiences towards meeting the assigned student learning outcomes (spring 2016).

 GECCo

* + Modify the current assessment plan as needed to accommodate new tasks (spring 2016).
	+ Organize groups of faculty to create rubrics with criteria (or other appropriate strategies) to further refine and operationalize the established learning outcomes down one hierarchical level; share with faculty and staff groups (spring 2016).
	+ Update the GECCo website with the new conceptual framework, goals, outcomes, and curriculum map (spring 2016).
	+ Review all new and revised GE courses and learning experiences (e.g., mid-career reflection) for recommendation to ARC (fall 2016). Minor changes could be reviewed earlier. Changes in WI status must go to WAC first.
	+ Review the language requirement, protocols for distribution categories, and transfer policies (e.g., partial waivers) for recommendation to ARC (fall 2016).
	+ Design an Arch Handbook for faculty (spring 2017).
	+ Create a three-year assessment plan for the new GE. Plan the assessments for year 1 (spring 2017).
	+ Devise a strategy for recertifying GE courses periodically (fall 2017).

 ARC

* + Devise, in consultation with GECCo, checklists and other supporting documents to assist faculty in proposing GE courses (spring 2016).
	+ Review all new and revised GE courses and learning experiences (e.g., mid-career reflection) recommended by GECCo for recommendation to the Provost (fall 2016). Minor changes could be reviewed earlier.
	+ Review the language requirement, protocols for distribution categories, and transfer policies (e.g., partial waivers) recommended by GECCo for recommendation to the Provost (fall 2016).

 Deans

* + Work with convening groups to revise the four-year plans (spring 2017).

Registrar’s Office

* + Update the College Catalog with the new curriculum (spring 2017).
	+ Program the degree audit (spring 2017).

 Center for Student Success

* + Determine the number of seats needed in each distribution category to serve incoming students and recommend to the Vice Provost and deans (spring 2016).
	+ Recommend to deans and conveners how new and continuing students will fulfill two different GE requirements (spring 2016).

 Transfer Admissions

* + Review transfer policies related to partial waivers of GE, consult with appropriate units in Enrollment Management, and make recommendations to GECCo (spring 2016).
	+ Review transfer articulations to determine if updates are necessary. Work with conveners, deans, and the Vice Provost (as appropriate) to update NJ Transfer. Work with conveners, deans, the Vice Provost, and the Vice President for Enrollment Management and Student Affairs (as appropriate) to update any other articulation agreements that include GE requirements (spring 2016).

Timeline (with tasks performed by each working group):

Spring 2016

 Governance group

* + Reconsider the governance structure of GE to determine if the existing structure is adequate, needs enhancement, or must be revised.

 Faculty and Staff Groups:

* + Social Science: Draft the new Social Science Inquiry course based on the assigned student learning outcomes.
	+ Math: Identify GE math offerings that address all assigned student learning outcomes.
	+ History: Identify GE history offerings that address all assigned student learning outcomes.
	+ Science: Identify GE science offerings that address all assigned student learning outcomes.
	+ Language: Sort out the remaining details of the language requirement.
	+ Experiential: Identify the experiential opportunities for FYS, Readings in Arts and Humanities, and Social Science Inquiry.
	+ Mid-career reflection: Identify experiences in each school that meet the outcomes. Recommend if the College is ready to implement this requirement for new transfer students with completed associate's degrees entering fall 2017.
	+ Senior presentation: Identify senior courses with opportunities that meet the outcomes. Recommend if the College is ready to implement this requirement for new transfer students with completed associate's degree entering fall 2017.
	+ Distribution categories: Recommend protocols for the distribution categories. Protocols include caps on the number of courses and measures to ensure that courses address all assigned student learning outcomes for the categories and dedicate a large majority of the learning experiences towards meeting the assigned student learning outcomes.

 GECCo

* + Modify the current assessment plan as needed to accommodate new tasks.
	+ Organize groups of faculty to create rubrics with criteria (or other appropriate strategies) to further refine and operationalize the established learning outcomes down one hierarchical level; share with faculty and staff groups.
	+ Update the GECCo website with the new conceptual framework, goals, outcomes, and curriculum map.

 ARC

* + Devise, in consultation with GECCo, checklists and other supporting documents to assist faculty in proposing GE courses.

 Center for Student Success

* + Determine the number of seats needed in each distribution category to serve incoming students and recommend to the Vice Provost and deans.
	+ Recommend to deans and conveners how new and continuing students will fulfill two different GE requirements.

 Transfer Admissions

* + Review transfer policies related to partial waivers of GE, consult with appropriate units in Enrollment Management, and make recommendations to GECCo.
	+ Review transfer articulations to determine if updates are necessary. Work with conveners, deans, and the Vice Provost (as appropriate) to update NJ Transfer. Work with conveners, deans, the Vice Provost, and the Vice President for Enrollment Management and Student Affairs (as appropriate) to update any other articulation agreements that include GE requirements.

Fall 2016

 GECCo

* + Review all new and revised GE courses and learning experiences (e.g., mid-career reflection) for recommendation to ARC. Minor changes could be reviewed earlier. Changes in WI status must go to WAC first.
	+ Review the language requirement, protocols for the distribution categories, and transfer policies (e.g., partial waivers) for recommendation to ARC.

 ARC

* + Review all new and revised GE courses and learning experiences recommended by GECCo for recommendation to the Provost. Minor changes could be reviewed earlier.
	+ Review the language requirement, protocols for the distribution categories, and transfer requirements (e.g., partial waivers) for recommendation to the Provost.

Spring 2017

 GECCo

* + Design an Arch Handbook for faculty.
	+ Create a three-year assessment plan for the new GE. Plan the assessments for year 1.

 Registrar’s Office

* + Update the College Catalog with the new curriculum.
	+ Program the degree audit.

 Deans

* + Work with convening groups to revise the four-year plans.

Fall 2017

 Launch the new GE.

 Faculty and Staff Groups

* + Senior presentation: Design the senior presentation component (e.g., logistics).

 GECCo

* + Devise a strategy for recertifying GE courses periodically.

Archive: As chair of GEIT, the Vice Provost will document all of these efforts as well as the final products and include a record in an ongoing GE archive, which is currently housed on the Curriculum and Assessment Website.