

Program Implementation

1. Oversight

Director of General Education

We recommend that there be a Director of General Education who is an EMU faculty member appointed by the Provost, initially in collaboration with former the General Education Reform Committee. Subsequent Director appointments should be made by the Provost in collaboration with the General Education Advisory Committee as constituted below. The Director will have faculty release time to work with members of various divisions of the university in all matters relevant to the success of the General Education program. In order to insure the success of this appointment, the Director of General Education position will be designed with input from a detailed position analysis. Anticipated responsibilities include:

- Helping to coordinate the efforts of Admissions, Academic Advising, Campus Life, and academic departments in providing an outstanding General Education program to our students.
- Being responsible for meeting with various external constituencies which have a stake in our General Education program.
- Teaching sections of General Education classes and being involved in General Education advising.
- Being involved in the creation of faculty development resources for General Education.
- Chairing the General Education Advisory Committee and, when necessary, participating on its various subcommittees.
- Producing scholarship related to General Education, in the form of books, articles, or conference presentations.
- Working on grant projects in support of the General Education program.

The Director will be supported by an Assistant (a professional employee)** , who will be concerned with the more technical and logistical aspects of the program, including maintaining program files and databases, compiling data and generating reports, coordinating subcommittee meetings and materials, and acting as program liaison with various constituencies on campus.

This person will also be responsible for auditing electronic portfolios to ensure that students' *Learning Beyond the Classroom* requirements have been met, and he or she will perform other functions that will allow the Director to focus more exclusively on higher-level administrative and academic issues.

General Education Advisory Committee

This Committee will implement, administer, and evaluate the General Education program with input from its various subcommittees. The General Education Advisory Committee is advisory to the director. It is an umbrella committee facilitating communication among the subcommittees and with the Director. The General Education Advisory Committee, chaired by the Director of General Education, will be constituted as follows:

- The chairs from each of the 5 subcommittees (Course Vetting, Upper-Level Writing-Intensive, Learning Beyond the Classroom, Faculty and Staff Development, Evaluation)
- 1 member from Enrollment Services (*ex officio*)
- 1 member from Student Affairs (*ex officio*)
- 1 member with transfer expertise (*ex officio*)

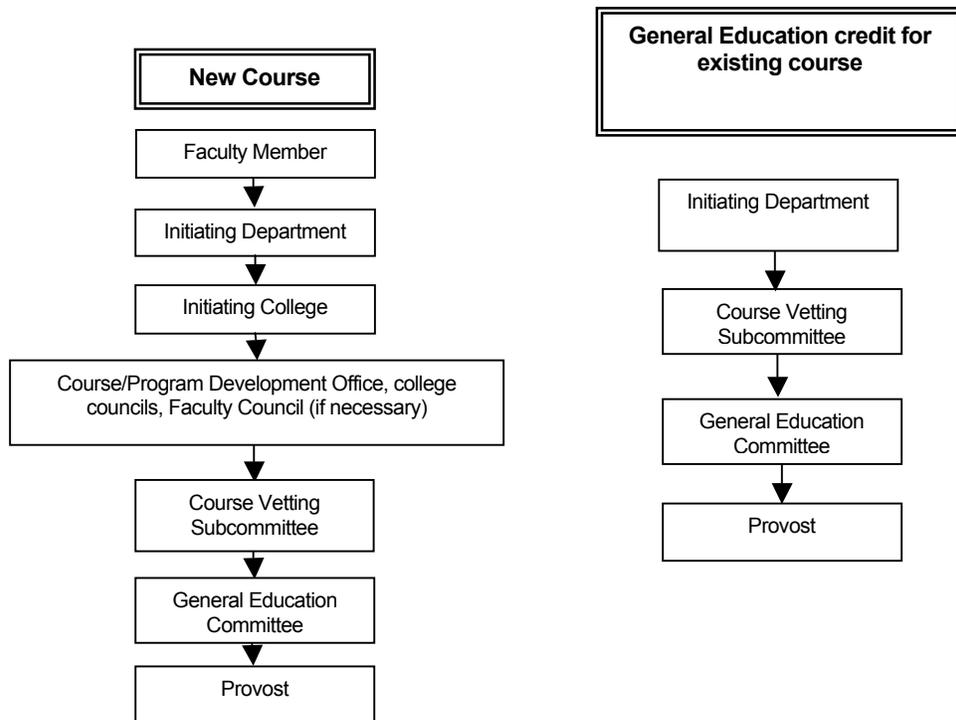
Appointment and length of terms:

- Initially, faculty members on this committee will be selected by Faculty Council in collaboration with Undergraduate Studies and Curriculum. Subsequent faculty appointments will be determined by Faculty Council.
- Initially, one faculty committee member will be appointed for a one year term, one faculty committee member will be appointed for a two-year term and three faculty committee members for three year terms. Subsequent appointments by Faculty Council will be for three years.
- Initially, at least two faculty members of the former General Education Reform Committee (one of whom will chair the Course Vetting Subcommittee) will serve on the General Education Advisory Committee, to provide continuity.
- Initially, the chair of this committee will serve as chair for one year. Thereafter, the chair of this committee will serve as chair for two years.

2. Course Vetting

Process and Requirements

A course proposed for inclusion in the General Education program must pass through the structure below:



This structure demonstrates a commitment to both faculty governance and program excellence. It is in the interest of all parties that courses be evaluated carefully and expeditiously at each stage of the approval process. The *Request for Inclusion of Course in the General Education Program* (Attachment “A”) and *General Education Syllabus Template* (Attachment “B”) appear below.

The *General Education Syllabus Template* asks faculty members to recognize the distinctive nature of General Education courses and to be aware of and explain specifically how their courses function as a part of—how they meet the outcomes of—the General Education program. The attached template includes elements that appear on most syllabi. Areas in bold print must appear prominently on all General Education syllabi.

Course Vetting Subcommittee

This subcommittee’s function is to determine whether a course is to be approved as part of the General Education program. This determination will be based on whether the course meets the outcomes indicated in the *Education for Participation in the Global Community* proposal. Outcomes for the various categories represent a comprehensive cross section of the best thinking available at the time of this writing. It is accordingly possible that as a result of the review of courses and/or pedagogy in the academic fields, the various outcome lists may necessitate review and revision.

Once a semester (or more if needed), the Course Vetting Subcommittee in conjunction with the Evaluation Subcommittee shall meet to discuss, debate, and decide upon modifications to the outcomes lists. Further, although course proposals

passing before the subcommittee must address all outcomes, it is understood that individual outcomes may be satisfied by varying degrees, with strengths in one area possibly compensating for weaknesses in another.

Members of the Course Vetting Subcommittee will also offer advice and assistance to faculty members preparing new courses or revising existing courses for inclusion in the General Education program.

The Course Vetting Subcommittee will include the Director of General Education and faculty representatives from each of the areas below. Each college must be represented on the Course Vetting committee. If the selection of faculty to the areas below does not include members from each of the five colleges, additional members from those colleges not represented will be added to the committee.

- Effective Communication—1 member
- Quantitative Reasoning—1 member
- U.S. Diversity—1 member
- Global Awareness—1 member
- Natural Sciences—1 member
- Arts—1 member
- Social Sciences—1 member
- Humanities—1 member

The chair of the Course Vetting Subcommittee will be elected by the subcommittee members. This position will change every two years.

Other members of the faculty may be included as outside consultants in the deliberations of this subcommittee as their expertise is needed.

Because members of the Course Vetting Subcommittee must become well-acquainted with the outcomes-based approach incorporated in the *Education for Participation in the Global Community* proposal, they will participate in a faculty development program, probably taking the form of a short seminar or institute, during which the expectations of the program will be analyzed and discussed.

Appointment and length of terms:

- Initially, faculty members on this subcommittee will be selected by Faculty Council in collaboration with the Undergraduate Studies and Curriculum Leadership Team. Subsequent faculty appointments will be determined by Faculty Council.
- Initially, one third of the subcommittee will be appointed for a one year term, one third of the subcommittee will be for a two-year term and one third for a three year term. Subsequent appointments by Faculty Council will be for three years.

- Initially, at least two faculty members from the former General Education Reform Committee (one of whom will serve as the initial chair of the Course Vetting Subcommittee) will serve on the Course Vetting Subcommittee, to provide continuity.
- Initially, the chair of this committee will serve as chair for one year. Thereafter, the chair of this committee will serve as chair for two years.

3. Upper-Level Writing-Intensive Courses (University Requirement)

Writing-Intensive courses are upper-level classes offered by departments and programs to their majors. These courses are intended to help students achieve fluency in the professional discourses of their majors.

Application Process

The Writing-Intensive (WI) designation for upper-level courses is attached to faculty who teach such courses, and not to the courses themselves. Faculty will submit a syllabus, writing assignments, and any other supplemental material for the course. The Writing-Intensive Subcommittee will approve courses for three years unless the faculty member makes significant revisions, at which point the course must be resubmitted. This means that one section of a course could be a WI course and another would not if two different faculty are teaching the course. Each WI course will be identified in the course schedule for student selection. This approach provides students and faculty with many options.

Support

In order for faculty to teach Writing-Intensive courses, they need to be well-supported by EMU. Two primary programs prepared to do that are the Writing Across the Curriculum (WAC) program and the Writing Center.

The WAC program has already worked with nearly 100 faculty to help them teach writing better, and it is developing programs to continue providing that assistance to all faculty on campus. The program plans to host numerous workshops on topics that range from assignment design to grading for faculty who are interested in teaching writing more effectively. WAC will also continue to work with individuals and with departments to answer programmatic needs. The program is also prepared to train graduate assistants to aid faculty who teach writing in large enrollment courses. The WAC program and the faculty who have participated in the WAC Summer Institute will serve as resources for faculty who want to incorporate writing. This collaboration is a feature necessary to the success of the Writing-Intensive requirement because faculty learn best from their colleagues who are already doing excellent work.

The Writing Center is prepared to help students who want additional feedback on their writing. For the new Writing-Intensive requirement to succeed, students must have support for their writing endeavors. Writing Centers provide a learning space where students can get individualized help, something that would be daunting for

faculty to undertake themselves. The Writing Center is also developing a program to bring tutors into the classrooms of faculty who want to run writing workshops, an activity in which students respond to each other's work in a structured context during a class session. In addition, the Center is working with the WAC program to develop satellite writing centers to serve students better across campus.

Writing Intensive Subcommittee

This subcommittee will work closely with the WAC Director and the Director of the Writing Center to ensure consistency in Writing-Intensive courses and to provide support for faculty and students. The subcommittee will create guidelines for faculty to follow when designing a WI course, provide advisory and logistical support, and make recommendations to the General Education Advisory Committee that ultimately approves WI courses. This subcommittee will evaluate upper-level courses proposed for the WI designation and will report its recommendations to the General Education Advisory Committee for approval.

The Writing-Intensive Subcommittee will be chaired by the Director of Writing Across the Curriculum and will be composed of four additional faculty members who have participated in WAC or are currently teaching Writing-Intensive courses.

Appointment and length of terms:

- Faculty members on this subcommittee will have served as WAC Fellows or be actively engaged in using writing in their courses. This committee will be appointed by Faculty Council in collaboration with the Director of WAC.
- Initially, one faculty member of the subcommittee will be appointed for a one year term, one faculty member of the subcommittee for a two-year term and two faculty members for three year terms. Subsequent appointments will be for three years.
- This subcommittee will be chaired by the Director of Writing Across the Curriculum.

4. Learning Beyond the Classroom

Learning Beyond the Classroom Subcommittee

This subcommittee will identify and recommend mechanisms for monitoring student participation in the activities outlined in the *Learning Beyond the Classroom* category. It will also evaluate events and activities that may be proposed for inclusion under this category. An ad hoc committee is being formed to investigate electronic portfolios as one tool for monitoring Learning Beyond the Classroom.

This subcommittee will have four faculty members, one of whom will serve as chair. A student member shall be appointed by Student Government. In addition, an

Assistant to the Director of General Education and a representative from Student Affairs will serve as *ex officio* members.

Appointment and length of terms:

- Initially, faculty members on this subcommittee will be selected by Faculty Council in collaboration with the Undergraduate Studies and Curriculum Leadership Team. Subsequent membership will be determined by Faculty Council.
- Initially, one faculty member of the subcommittee will be appointed for a one year term, one faculty member for a two-year term and two faculty members for three year terms. Subsequent appointments by Faculty Council will be for three years.
- The chair of this committee will serve as chair for two years.

5. Faculty and Staff Development

Focused, constructive discussion concerning creating courses, meeting outcomes, establishing requirements, generating appropriate assessments, and implementing the program is necessary to the refinement and success of *Education for Participation in the Global Community*.

Faculty Institutes, Workshops, Forums, and Conferences

A series of institutes, workshops, forums, and conferences will help faculty become acquainted with the intentional structure and outcomes of the new General Education program. These institutes, workshops, forums, and conferences will assist faculty in re-thinking courses currently offered and in creating new courses. It is especially important that faculty from all departments see opportunities for developing, structuring, and teaching Global Awareness, U.S. Diversity, and Writing-Intensive courses. Faculty members from the former General Education Reform Committee will assist in the coordination of these institutes, workshops, forums, and conferences.

Institutes/Seminars: Faculty participation in the implementation of the new program will take place in several stages. Stage one will consist of an institute/seminar that will introduce interested faculty to each of the general areas of the program. This institute/seminar will also serve as an orientation to the outcomes-based nature of the program. The format for this institute/seminar will be a one-week intensive session in spring or summer and/or multiple weekly sessions spread over the course of fall or winter semester.

Participants in the first stage of faculty development will become consultants who will share their experiences informally with other faculty and formally in subsequent program offerings. This group of faculty consultants will be compensated by either an honorarium or release time.

Workshops: The second stage of faculty orientation and outreach will take place immediately following the first institute/seminar and will consist of workshops to be facilitated by institute/seminar participants and perhaps other campus specialists. These workshops will assist colleagues in developing new courses or revising existing courses for inclusion in the program.

Structured workshops will offer faculty members suggestions on how to prepare courses for inclusion in the program and on how to meet the outcomes of the area or areas for which their courses are appropriate.

Area Forums: Forums will address specific areas of the program and will include both presentations and discussion. These forums will be open to broad faculty involvement. Forums will focus on:

- Quantitative Reasoning
- First Year Writing
- Oral Communication
- Writing Intensive Courses
- U.S. Diversity
- Global Awareness
- Knowledge of the Disciplines
- Learning Beyond the Classroom

These forums will provide opportunities for faculty to engage in conversation with those teaching outside of their area of expertise. Furthermore, there is a great deal of cutting-edge scholarship in these areas, and faculty must have opportunities to engage and discuss this scholarship with colleagues. Speakers should be invited to campus to address these issues.

Conferences: The third stage of faculty participation for the new General Education program will be a conference on Undergraduate Teaching and Learning. This conference will bring together institute/seminar participants, workshop participants, students, other faculty, administrators, and staff from the EMU campus. This conference will feature presentations and exhibits by faculty members and students who are already practicing, developing, or experiencing curricular and pedagogical strategies highlighted in the proposal (e.g., Writing-Intensive courses, courses that incorporate academic service-learning, courses addressing U.S. diversity or global awareness). This conference should become an annual event focusing on different aspects of the new General Education program.

Support for Innovation and Interdisciplinarity

Education for Participation in the Global Community offers numerous opportunities for innovation and interdisciplinarity. Eastern Michigan University must provide

support for faculty interested in such initiatives in the form of forums, institutes, and workshops specifically focused on these issues. These will occur during the fall/winter and/or during the spring/summer semesters. Work is currently underway in the College of Arts and Sciences to develop a framework to support interdisciplinary, team-taught courses. The findings of the committee charged with this investigation will likely have enormous impact on the ability of all of EMU's colleges to work together to supply interdisciplinary, team-taught courses that support the General Education program. We recommend that EMU create an administrative structure that will allow the implementation of interdisciplinary courses in General Education and beyond. We also recommend that support for interdisciplinary initiatives in General Education be provided in the form of release time or honoraria.

Staff Development

Opportunities for staff development pertaining to the new General Education program will parallel those for faculty development. Depending on their interest in and involvement with the program, different offices and programs on campus will be provided with appropriate opportunities to become familiar with *Education for Participation in the Global Community*. For example, a series of workshops on the form and content of the new program will be conducted for the benefit of staff selected from campus units such as:

- Academic Advising Center
- College Advising Centers
- Residence Hall ACD and AHDs
- First Year Programming Staff (Campus Life, Housing, etc.)
- Admissions
- Transfer Center
- Service EMU
- Records and Registration
- International Student Affairs Office
- Holman Learning Center
- Office of Undergraduate Studies
- Office of Academic Programming

A systematic, staged approach will also be designed to introduce key offices and staff members on campus to the program.

Faculty and Staff Development Subcommittee

The Faculty and Staff Development Subcommittee will ensure that ongoing development opportunities are available for General Education. The subcommittee will monitor the need for faculty and staff development, facilitate the implementation of appropriate initiatives, assess these initiatives, and participate in national conversations regarding faculty and staff development for General Education.

The Faculty and Staff Development Subcommittee will include the Director of General Education, the Director of Faculty Development, four faculty representatives (one of whom will chair the committee), and *ex officio* representatives (one each from the Divisions of Student Affairs and Enrollment Services). The chair of the Faculty and Staff Subcommittee will be elected by the subcommittee members. This position will change every two years.

Appointment and length of terms:

- Initially, faculty members on this subcommittee will be selected by Faculty Council in collaboration with the Undergraduate Studies and Curriculum Leadership Team. Subsequent faculty appointments will be determined by Faculty Council.
- Initially, one faculty member of the subcommittee will be appointed for a one year term, one faculty member of the subcommittee for a two-year term and two faculty members of the subcommittee for three year terms. Subsequent appointments by Faculty Council will be for three years.
- The chair of this committee will serve as chair for two years.

6. Evaluation

It is important that departments retain autonomy over the assessment of courses included in the General Education program. However, sampling of courses in each area, to ensure that they are meeting the stated outcomes for that area, will be done by the Evaluation Subcommittee every semester, beginning with the first semester of the full program. The Evaluation Subcommittee will report results to the General Education Advisory Committee. Every three years, departments will be asked to report (using procedures developed by the Evaluation Subcommittee) to the General Education Advisory Committee on the structure of their course assessments and results. The focus of the departmental reports will be to determine how well courses have met the outcomes, whether the outcomes are appropriate, and whether they should be revised. The departmental reports will be coordinated by the Evaluation Subcommittee and presented to the university community.

Outcomes for the various categories represent a comprehensive cross section of the best thinking available at the time of this writing. It is accordingly possible that as a result of the assessment of the courses, program, and/or pedagogy in the academic fields, the various outcome lists may necessitate review and revision. Once a semester (or more if needed), the Course Vetting Subcommittee in conjunction with the Evaluation Subcommittee shall meet to discuss, debate, and decide upon modifications to the outcomes lists.

Within five years of the implementation of *Education for Participation in the Global Community*, Eastern Michigan University will appoint a committee of assessment specialists from both inside and outside the university to evaluate the program. This committee will work in concert with the Evaluation Subcommittee in preparing a report for the university community.

Evaluation Subcommittee

This subcommittee will have four faculty members, one of whom will serve as chair.

Appointment and length of terms:

- Initially, faculty members on this subcommittee will be selected by Faculty Council in collaboration with the Undergraduate Studies and Curriculum Leadership Team. Subsequent faculty appointments will be determined by Faculty Council.
- Initially, one faculty member of the subcommittee will be appointed for a one year term, one faculty member for a two-year term and two faculty members for three year terms. Subsequent faculty appointments will be for three years.
- The chair of this committee will serve as chair for two years.

7. Information, Communication, and Academic Advising

As we have said, general education is the core of an undergraduate education. Therefore, information provided to potential students should emphasize the importance of general education generally, and the strengths of the EMU General Education program in particular. One of the recommendations of the Basic Studies Task Force of 1998 was that EMU should, “Communicate to students the value, purpose, and specific requirements of general education by means of a website with FAQ’s, a brochure or reference guide distributed to first-year students at Fast Track and orientation, and advertisements in the Class Schedule books.” The recommendation continued: “General education should be characterized in all such messages as the heart of an EMU education and a source of institutional pride.” We wholeheartedly agree.

The General Education program should be clearly and consistently presented to students by advisers, faculty and staff. General Education courses must *never* be regarded as courses to be gotten “out of the way.” It is imperative that advisors and faculty appreciate the substance and value of General Education courses and make these known to our students. *Education for Participation in the Global Community* provides exciting opportunities for faculty and students. These opportunities must be communicated for the program to succeed.

A well-publicized and promoted General Education program can attract both first-year and transfer students; clear articulations of the program’s features can help enhance the reputation of the university. It is crucial that EMU provide opportunities for high school principals and counselors to learn about the new program. It is also important that community college counselors be made aware of the program’s strengths, including greater ease of transfer.

A large portion of the task of promoting the General Education program will fall to the Director of General Education. Support will come from the General Education Advisory Committee. Ultimately, however, it is the responsibility of Academic Affairs, Enrollment Services, and Student Affairs to inform students about the new program and help them

to understand it. Each of these divisions plays a vital role in delivering General Education to our students and all should have a part in publicizing the new program. Faculty members teaching General Education courses will be responsible for explaining how their courses serve students' needs as part of the General Education program.

Students currently have access to a degree audit and course equivalency database showing their current academic progress in relation to General Education and major/program requirements. This degree audit system (CAPP), implemented in early September 2004, allows students and advisors to track progress toward graduation (including General Education requirements, major requirements, university requirements, etc.) as well as conduct "what-if" analyses to determine progress toward majors other than what the specific student has declared with the university. Substitutions and waivers to requirements, approved through departments for specific students, can also be tracked by the system. We recommend that the system be well-publicized and opportunities provided to familiarize students, faculty, and staff with it.

In order to emphasize the General Education program, and to make advising for General Education easier, we recommend that courses are listed separately at the front of the course schedule book.