

Academic Advising Implementation

Communication and Training

- **Comprehensive Training:** Provide academic advisors with in-depth training on the new Gen Ed requirements, including course pathways, policies, and how they integrate with major requirements.
- **Clear Communication:** Develop a detailed and accessible communication plan to ensure advisors understand the rationale, goals, and structure of the new Gen Ed program.
- **Advising Resources:** Create user-friendly materials (e.g., handbooks, FAQs, flowcharts) to assist advisors in explaining the program to students.

Alignment with Technology and Tools

- **Degree Audit Systems:** Update degree audit tools like DegreeWorks to reflect the new Gen Ed requirements accurately and train advisors on their functionality.
- **Interactive Tools:** Develop interactive advising tools to help students visualize their academic path.

Transition and Exception Management

- **Transition Plans for Current Students:** Develop clear guidelines for current students to transition to the new Gen Ed program or remain on their current curriculum. (Recommendations)
- **Exceptions and Overrides:** Establish clear processes for handling exceptions, substitutions, or transfer equivalencies within the new program.
- **Transfer Student Considerations:** Collaborate with enrollment management to align the new Gen Ed requirements with articulation agreements.

Policy Considerations

- Integrative Requirement/Transfer Policy
- AA/AS/AAS Transfer Policy Impacts
- REAL Council Changes

First Year Seminar Program

- Program Model Design
- Program Budget
- Course Proposal
- Course Design
- Course Assessment
- Training Development and Implementation

Assessment Implementation

- Rubrics will need to be designed for each competency/inquiry/area. These should be designed by faculty with facilitation by assessment professionals. They will be designed over the course of three years with the first areas designed in 2025-26 for implementation in assessment in 2026-27
- Workshops for faculty interested in teaching any general education course need to be designed
- Rubrics will need to be pushed into each D2L course in the area being assessed that year. This may require collaboration between the Registrar's Office, IT, and IEQI.
- The program will need to be built into Planning and Self Study so that assessment data can be imported into D2L for analysis and reflection.
- Reporting templates will need to be designed
- Dashboards will need to be designed

Curricular Implementation

- Radford 101 and Radford 299 courses need to be approved through Curriculog once they are designed. This will require the Faculty Senate Curriculum Committee to serve as "departmental committee".
- Lists of current REAL Courses will be created with current designations, departments will align courses in the new general education program. Departments will have time to review these and make alterations if needed.
- Bulk curricular approval for designations will need to be done by the new general education committee

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