

Revised Strategy for Involving Faculty at USG Institutions in Core Curriculum Initiative Discussions & Deliberations

- Each USG institution that delivers the core curriculum will be invited to form a 5-person committee. Ideally, membership on these committees will include individuals who can assist with campus input and discussion through appropriate governance or committee processes (general education committee, faculty senate/council curriculum committee, teaching & learning centers/committees, etc.).
- Members of campus-based committees will be invited to attend regional seminars/workshops on topics related to the USG Core Curriculum Initiative and will engage in the same research reviews, brainstorming, and deliberative discussions as the Strong Foundations committees. Through their representatives on the Strong Foundations committees, these campus-based groups also will be invited to provide campus-level feedback with respect to matters being deliberated by the Strong Foundations committees.
- The chairs of USG academic advisory committees will also be invited to join one of the Strong Foundations committees. These committees include faculty representation across the USG, and committee chairs will be invited to engage their committees in discussions regarding the USG Core Curriculum Initiative and to provide feedback with respect to matters being deliberated by the Strong Foundations committees.

Overview of Strong Foundations Committee Work

FY 2009 & FY 2010

Project Objectives

- To develop a set of learning outcomes for the USG core curriculum framework that represents the competencies most critical for preparing our students to work, live well and lead in the global environment of the 21st century
- To use these learning outcomes to assess, and identify improvements for, multiple curriculum models (including current core)
- To achieve consensus on the model to further develop as the USG core curriculum framework (“recommended framework”)
- To develop an assessment plan for learning outcomes associated with the recommended framework
- To develop a transfer plan for the recommended core curriculum framework

Process Objectives

- To involve USG faculty in discussions and deliberations regarding work related to project objectives through campus-based committees, regional seminars/workshops, and USG academic advisory committees
- To appropriately balance and sequence the workflow of the Strong Foundations committees

Process Timeline

- Phase One: Development of Outcomes
June 2008-January 2009

The *Core Curriculum Competencies Committee* will take the lead in identifying recommended outcomes for the USG core curriculum framework using appropriate research reports, feedback from online questionnaire and input from campus-based committees, USG academic advisory committees, and the Core Curriculum Design Committee.

In preparation for subsequent phases of the project, the ***Core Curriculum Design Committee*** will begin research on transfer issues and options developed locally and in university systems across the nation.

- Phase Two: Production of Recommended Core Model
February 2009-June 2009

The ***Core Curriculum Design Committee*** will take the lead on using recommended outcomes from phase one to assess--and identify improvements for--a variety of curricular models (including current core) using feedback from online questionnaire and input from campus-based committees, USG academic advisory committees and the core curriculum competencies committee. With input from campus-based committees and USG academic advisory committees, the Strong Foundations committees will determine the strongest model to further develop as the recommended USG core curriculum framework.

In preparation for subsequent phases of the project, the ***Core Curriculum Competencies Committee*** will begin research on issues related to assessment plan.

- Phase Three: Development of Assessment Plan and Transfer Guidelines
August 2009-March 2010

Based on research and input from campus-based committees, USG academic advisory committees and the Core Curriculum Design Committee, the ***Core Curriculum Competencies Committee*** will develop an assessment plan that recommends appropriate assessment strategies.

Based on research and input from campus-based committees, USG academic advisory committees and the Core Curriculum Competencies Committee, the ***Core Curriculum Design Committee*** will recommend transfer rules/protocol and credit hour requirements for the recommended USG core curriculum framework.

From University System of Georgia Strategic Plan website

<http://www.usg.edu/strategicplan/one/index.phtml>

Strategic Goal One:

Renew excellence in undergraduate education to meet students' 21st century educational needs.

Challenge

The USG will ensure that its institutions are providing students with the knowledge and abilities they need to meet the challenges of our rapidly evolving, technologically interconnected global world.

Action

The USG will revise its core curriculum framework, which governs most of the first two years of undergraduate study.

Activities for Implementation

Establish appropriate committees

Create an appropriate curricular model

Establish a manageable set of learning outcomes (competencies) for this curricular model

Develop student performance assessment protocols

Address transfer goals

Provide support to institutions for developing local core curricula consistent with the USG framework

Develop process for approving/reviewing institutional core curricula

Baseline Measure & Targets

Baseline Measure	January 2009 Target	January 2011 Target	January 2012 Target
Current core curriculum was put in place with semester conversion in the mid 1990s and is a standard core shared across all 34 institutions in the University System of Georgia that have a core curriculum.*	Develop curricular model Identify learning outcomes (competencies) associated with this model	Begin campus-level implementation process Create process for approving and reviewing institutional core curricula	Complete campus-level implementation process

University System of Georgia Core Curriculum Framework
Board of Regents Policy 303.01

303.01 CORE CURRICULUM

Each institution's core curriculum shall follow a common set of principles and framework. The System principles and framework were developed with the goal of allowing institutions some flexibility in defining learning outcomes while ensuring that the core curriculum completed at one System institution is fully transferable to another System institution.

Each institution's core curriculum shall consist of 60 semester hours as follows:

Area	Essential Skills	9 semester hours
A	Specific courses in English composition and mathematics	
Area	Institutional Options	4-5 semester hours
B	Courses that address institution-wide general education outcomes of the institution's choosing	
Area	Humanities/Fine Arts	6 semester hours
C	Courses that address humanities/fine arts learning outcomes	
Area	Science, Mathematics, and Technology	10-11 semester hours
D	Courses that address learning outcomes in the sciences, mathematics, and technology	
Area	Social Sciences	12 semester hours
E	Courses that address learning outcomes in the social sciences	
Area	Courses Related to the Program of Study	18 semester hours
F	Lower division courses related to the discipline(s) of the program of study and courses that are prerequisite to major courses at higher levels.	

The specific courses contained in areas A through E of an institution's core curriculum are approved by the Council on General Education.

Students completing an area of the core curriculum will receive full credit for that area upon transfer to another System institution within the same major. In area A, students will receive credit for courses taken regardless of whether the area is completed. For students completing the core curriculum, the total number of hours required of transfer students for the baccalaureate degree shall not exceed the number of hours required of native students for the same major field.

OBJECTIVES OF USG CORE CURRICULUM INITIATIVE

1. The framework is intellectually compelling and coherent;
2. The framework has a strong global emphasis, with attention to living with diverse others, communication skills, and quantitative reasoning;
3. The framework includes areas of study (“subject areas”) and also identifies skills/values/processes that will be emphasized across the core curriculum (“threads”):
4. Each subject area has a limited number of learning outcomes that are important enough to serve as system-wide student competency expectations;
5. The framework is general enough to allow for significant campus level creativity in determining how to develop institutional core curricula consistent with the framework and also responsive to differing student populations and institutional missions;
6. The framework facilitates student transfer between USG institutions; and
7. The framework includes assessment measures (tools, rubrics) to guide institutions in determining if students are achieving system-wide competency expectations