

Plan for Reviewing and Revising the Core Curriculum at Fayetteville State University

Developed by the Core Review Team and Dr. Jon Young, administrator

Participants in the process:

1. **Core Review Team:** comprised of the five members of the FSU that attended the AAC&U Institute on General Education): Dr. John Brooks, Dr. Carolyn Jewell, Dr. Daniel Okunbor, Dr. Gregory Rich, Dr. Linda Wilson-Jones; and Dr. Jon Young, administrator. This team will give leadership to implementing the plan for reviewing and revising the core curriculum at Fayetteville State University.
2. **Core Review Committee:** comprised of a cross section from the university. The Core Review Team will assist, guide, and support the implementation of this plan.
3. **University College Advisory Board** – comprised of a cross section of the university, including the academic deans; deals with all matters related to the University College. This group will support and assist the review and revision of the core curriculum. This body will also serve as a liaison between the Core Review Team and the various constituencies of the university.
4. **Academic Affairs Committee of the Faculty Senate and Faculty Senate** – Proposals for curriculum revisions would require approval by these bodies
5. **Provost and Chancellor** – All proposals would require their approval. Their support for the overall plan is essential to success. Funds will need to be provided to support the Symposia on Liberal Learning.

Goal: To implement a revised core curriculum in fall 2007 that reflects the FSU vision statement: “Fayetteville State University is a leading institution of opportunity and diversity committed to producing learned and responsible global citizens.”

The FSU team that participated in the General Education Institute has concluded that the process will require at least two years. Moreover, the team has applied to participate in the AAC&U Global Learning Project, which is a two year project. The steps in this process are outlined below:

1. **September 7** – Submitted proposal to AAC&U for FSU’s participation in project on global learning.
2. **October (Late) – November 2005** – Conduct “Liberal Learning for Global Citizenship. This symposium will be repeated five times. The first time will be for members of the University College Advisory Board and the Core Curriculum Review Committee. The subsequent four symposia will be for undergraduate faculty. Following the model of Appreciative Inquiry, all faculty members will be required to attend one of these symposia. The next page shows a very early draft of what will occur in these symposia. A draft of the schedule is attached.
3. **November – December 2005** – Core Review Team will compile results from the symposia.
4. **January 2006 - Mid-Year Conference** – Core Review Team will report on results of symposia to faculty, i.e., the skills and knowledge the faculty has identified as essential for all graduates.
5. **February – April 2006** – Each department will reviews the results of the Liberal Learning Symposia as reported by the Core Review Team. As part of this review, departments will suggest revisions to the report on the skills and knowledge required of all citizens. Departments will also identify ways its courses and programs will help students acquire the skills identified. They will also specify the level of skills and knowledge they believe students should acquire in the “lower division” as well as the ways these skills and knowledge are developed more fully in their “upper division” courses and programs. (Note: one of the most important tenets of the process is that the development of general education skills cannot be limited to the lower division; each program must help students develop these skills and gain the knowledge)
6. **Summer 2006 – contingent upon selection in AAC&U project** – Faculty Development Workshops related to global learning

7. **2006-2007 academic year theme: Preparing Students for Global Citizenship** – The team recommends that many of the university’s programs, i.e., lecture series, fine arts series, faculty development workshop, focus on (or at least include) programs and activities on global citizenship.
8. **Fall 2006** – Working with departments, the Core Review Committee will develop proposals for revision of the core curriculum. A comprehensive proposal will be submitted to University College Advisory Board for approval.
9. **Spring 2007** – Comprehensive proposal, after approval by University College Advisory Board submitted to Academic Affairs Committee of the Faculty Senate and then the Faculty Senate for approval.
10. **Undergraduate Catalog** - Recognizing that the project will require two years, the team recommends that the next FSU undergraduate catalog, scheduled for publication in fall 2006, be for one year only, so that the next two year catalog, 2007-2009, can include the revised core curriculum.
11. **Draft of Agenda for Liberal Learning Symposium – To be repeated five times** – The first session will be for members of the Core Review Committee and University College Advisory Board. Members of these groups will serve as facilitators in subsequent sessions.

Liberal Learning Symposium DRAFT A Review of the Skills and Knowledge Required for Global Citizenship 8:30 a.m. – 4:30 p.m.	
8:30 am. – 9:00 a.m.	Refreshments and Check In
9:00 a.m. – 9:45 a.m.	Symposium Overview Goals and Objectives Key themes in national discussion of general education/liberal learning Overview of AAC&U global learning project (if appropriate)
9:45 a.m. – 10:45 a.m.	In small groups (we need to pre-assign groups to ensure heterogeneity,) participants will discuss the skills and knowledge that all students must acquire. Participants will review core skills identified by national association and reflect on the skills and knowledge in light of global learning.
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:00 p.m.	Continuing to work in small groups, participants will develop an exemplary assignment that will help students acquire one or more of the skills and knowledge previously identified. This assignment should be “real,” that is, it could potentially be used in a real class. Groups should be prepared to present exemplary assignment to larger group in the afternoon session.
12:00 p.m. – 12:30 p.m.	Small groups present their list of skills and knowledge identified and the exemplary assignment. Group discussion will be deferred to after lunch. (These reports will be posted around the room for participants to review during lunch.)
12:30 p.m. – 1:30 p.m.	Lunch
1:30 p.m. – 2:00 p.m.	Group discussion of small group assignments
2:00 p.m. – 2:45 p.m.	Assessment of general education: Rising junior examination; Collegiate Learning Assessment Project; National Survey of Student Engagement (NSSE); Faculty Survey of Student Engagement (FSSE) (Rising junior exam and CLA are instruments that assess student learning directly; the NSSE and FSSE measure student learning indirectly by measure factors that have been empirically linked with student learning.
2:45 p.m. – 3:15 p.m.	Working in small groups, participants will suggest specific ways that the CLA, NSSE, and FSSE can be used to assess our effectiveness in helping students acquire the skills and knowledge they need. What other assessments should be used?
3:15 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:00 p.m.	Groups report back to larger group.
4:00 p.m. – 4:30 p.m.	Wrap up – Next Steps – Participant Evaluations

