

**Report to the Faculty Senate**  
**Re: Improving the Delivery of Core 201 and 202**

Following from a Faculty Senate motion that passed on April 19, 2012 (link below), the Provost, CCAC chair, chair of the Faculty Senate Curriculum Committee, Core Director, and Faculty Senate president met several times in summer 2012 to discuss ways to meet faculty concerns with Core 201/202 and to discuss strategies for providing the Core with needed resources. We reviewed various options and recommend that RU take a step toward creating discipline-embedded courses to supplement the existing Core 201/202 courses. Draft steps for a possible plan are provided below.

([http://senate.asp.radford.edu/current/motions/120419\\_CC\\_RevisedCore%20201\\_202Motion\\_I\\_amended.pdf](http://senate.asp.radford.edu/current/motions/120419_CC_RevisedCore%20201_202Motion_I_amended.pdf))

**PLAN:**

- I. Core Director and Core Coordinators complete work on simplifying and realigning learning outcomes with specific classes in University Core A and revise the official course descriptions for Core 102 and 201 in order to eliminate any unnecessary overlap, including some provision for new faculty resources within departments to teach these courses.
- II. Radford University administration will develop a staffing strategy for Core 201 and 202 and departmental courses that meet the learning outcomes for Core 201 and 202, including some provision for new faculty resources within departments.
- III. Once steps 1 and 2 are completed, the Core Director will issue a call for course proposals.
  - A. Interested departments would be invited to develop or re-design a class within its discipline that meets the learning outcomes emphasized in Core 201 or 202.
  - B. The class must include the Core 201 or Core 202 assessments (subject to change, this currently includes a textual analysis paper in Core 201 and 202; research document argument in Core 201; and oral presentations in Core 201 and Core 202) and apply any required measures from Core 201 and 202 for those assessments.
  - C. Faculty members who teach the departmental course must be willing to attend training sessions scheduled by the Core Coordinators or Core Director.
  - D. Departments would commit to providing these section(s) every year for at least five years.

**TIMELINE:**

Fall 2012-Spring 2013	Core Director and Core Coordinators complete work on realigning learning outcomes with specific classes in University Core A and revise the official course descriptions for Core 102 and 201 in order to eliminate any unnecessary overlap
April 2013	Core Director and Core Coordinators report to CCAC and Senate about realigning the learning outcomes for University Core A and revising the official course descriptions for Core 102 and 201
April 2013	Core Director and Core Coordinators report to CCAC and Senate about the results of assessments of the success of Core A courses in meeting the student learning outcomes.
Fall 2012-early Fall 2013	Administration develops a staffing strategy for Core 201/202 and the support of any departmentally developed classes and reports on that strategy to the Faculty Senate
Fall 2013	Core Director issues call for department courses
Fall 2013-Spring 2014	Departments begin to develop courses and go through internal governance process; administration begins implementation of staffing plan
Fall 2014-Spring 2015	Begin implementation of discipline-embedded courses that meet requirements of Core 201 and 202.

