



## Steps to a New Core Curriculum

### Grayson College

- 1) Create Core Committee consisting of 24 faculty (18 from academic side and 6 from workforce side; one co-chair from each side) and three ex-officio members. (Spring 2012)
- 2) Co-chairs, deans, and VPI meet to lay out process and timeline. (Summer 2012)
- 3) Create introduction letter for all faculty. (mid August 2012)
- 4) Create forms faculty will use for submission of courses. (Give thanks to Tyler.) (late August)
- 5) Academic office creates 3-ring binders for every Core Committee member that contains welcome letter and all core matrices, submission forms, description of processes to date, rubrics, etc. (early September)
- 6) Academic office sets up a dedicated meeting room that will house all submission documents in file cabinets accessible to committee members. (early September)
- 7) Co-chair and academic dean convene with the college president to establish guiding philosophy for the finalized core. (mid September)
- 8) Co-chairs begin series of meetings with Core Committee to educate them on process and refine elements of the process. (early October)
- 9) Co-chairs work with committee to expand core objectives into more specific sub-objectives (using THECB definitions, LEAP Value Rubrics, and TEA definitions) that will allow faculty to target more specific outcomes in their submissions. (October)
- 10) Co-chairs set up sub-committees to lead faculty in discussions on each of the six core objectives and approaches for assessing each of them. (early November)
- 11) Sub-committees begin meetings with faculty to discuss core objectives, starting with critical thinking. (mid November)
- 12) Program Coordinators (responsible for leading assessment in each of the programs) organize meetings with faculty and adjuncts within their disciplines to begin the process of identifying courses for submission for the core and submitting the required documents. (December)
- 13) All disciplines submit their submissions for courses to be included in the core. (January, 2013)
- 14) Core committee organizes the submissions by component area and sets up small groups to begin reviewing them using a check list for required components. (February, 2013)
- 15) Courses that do not have all required components are sent back to faculty for one last chance to address areas that were weak or incomplete. (February, 2013)
- 16) Counselors give input on transferability on all submissions. (March 2013)
- 17) Co-Chairs of the Core Committee assemble the new core based on strength of the submissions, needs in each component area, and complete coverage of the 6 core objectives. (May 2013)
- 18) Proposed core is vetted by academic administrators and the President of the college, then sent to the Board for approval before sending to the Coordinating Board. (June, July 2013)

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