

Date: March 29, 2015

To: Professor Pamela Whitten
Senior Vice President for Academic Affairs and Provost

From: Curriculum, Pedagogy and Learning Break-out Group: Marcus Fechheimer
(*Facilitator*), Adel Amer, Derrick Angermeier, Analisa Arroyo, Laura Bierma, Coleen
Larson, James Martin, Rodney Mauricio, Lloyd Reiber, Rahul Shrivastav, Nikhil
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Re: Recommendations for Graduate Student Curriculum Pedagogy and Learning

Dear Provost Whitten,

The Subgroup on Curriculum and Pedagogy identified strategic areas that should be foundational pillars in every graduate curriculum: Leadership; Scholarship; Problem-solving; Communication; and Exploration. The recommendations below are designed to promote learning and development of curriculum in these key areas.

1. In recognizing that effective learning occurs through a variety of means, we recommend the integration of active-learning strategies into graduate pedagogy throughout UGA. Active learning should be the predominant mode of instruction in all graduate programs.
2. In recognizing that demands in the workforce are increasingly emerging through collaborations across disciplines, our students must have the opportunities to train across traditional disciplinary boundaries. Therefore, we recommend that the graduate curriculum provide opportunities for training in other disciplines or sub-disciplines. Implementation strategies include development of and participation in Interdisciplinary Degree Programs, Joint Degree Programs, and minors for graduate degrees.
3. Programs should develop and encourage graduate student participation in internships outside the university as a means to explore, learn and develop career opportunities.
4. Graduate education must occur in the context of a global perspective. We recommend that graduate programs be encouraged to take steps to include opportunities for international engagement in student training, including language training. The University should promote mechanisms for graduate students to engage in meaningful international research,

teaching, and service projects and to remove barriers to graduate student participation in education, research and service abroad experiences.

5. In recognizing that knowledge and discovery are occurring at an ever increasing pace, the success of our students is critically dependent upon the ability of our graduate program curricula to remain on the cutting-edge. To enable or emphasize such curricular changes, we recommend investigating and implementing strategies that allow programs (or individual students) the flexibility to develop and update (or enroll in) novel content in a rapid time frame. For example, programs may develop non-traditional modular instructional models to promote learning by students within and between programs. Modular courses could be developed to meet the need for development of specialized skills in communication, quantitative methods, research computing, pedagogy, etc. For example, a one unit course could be offered in two days, and a 3 unit course could be complete in one week.

Respectfully submitted,
Marcus Fechheimer