



General Education Reform: Advice from the Trenches

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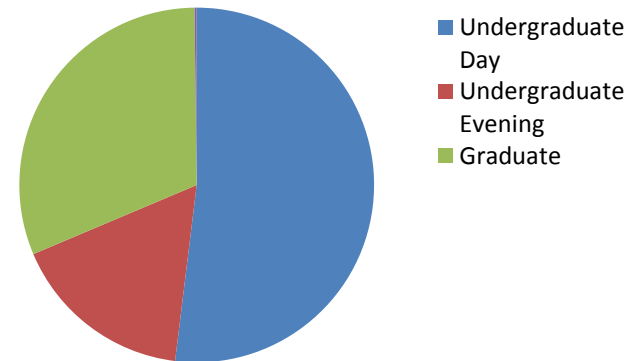
Council of Colleges of Arts and Sciences Meeting
November 3, 2012

Agenda

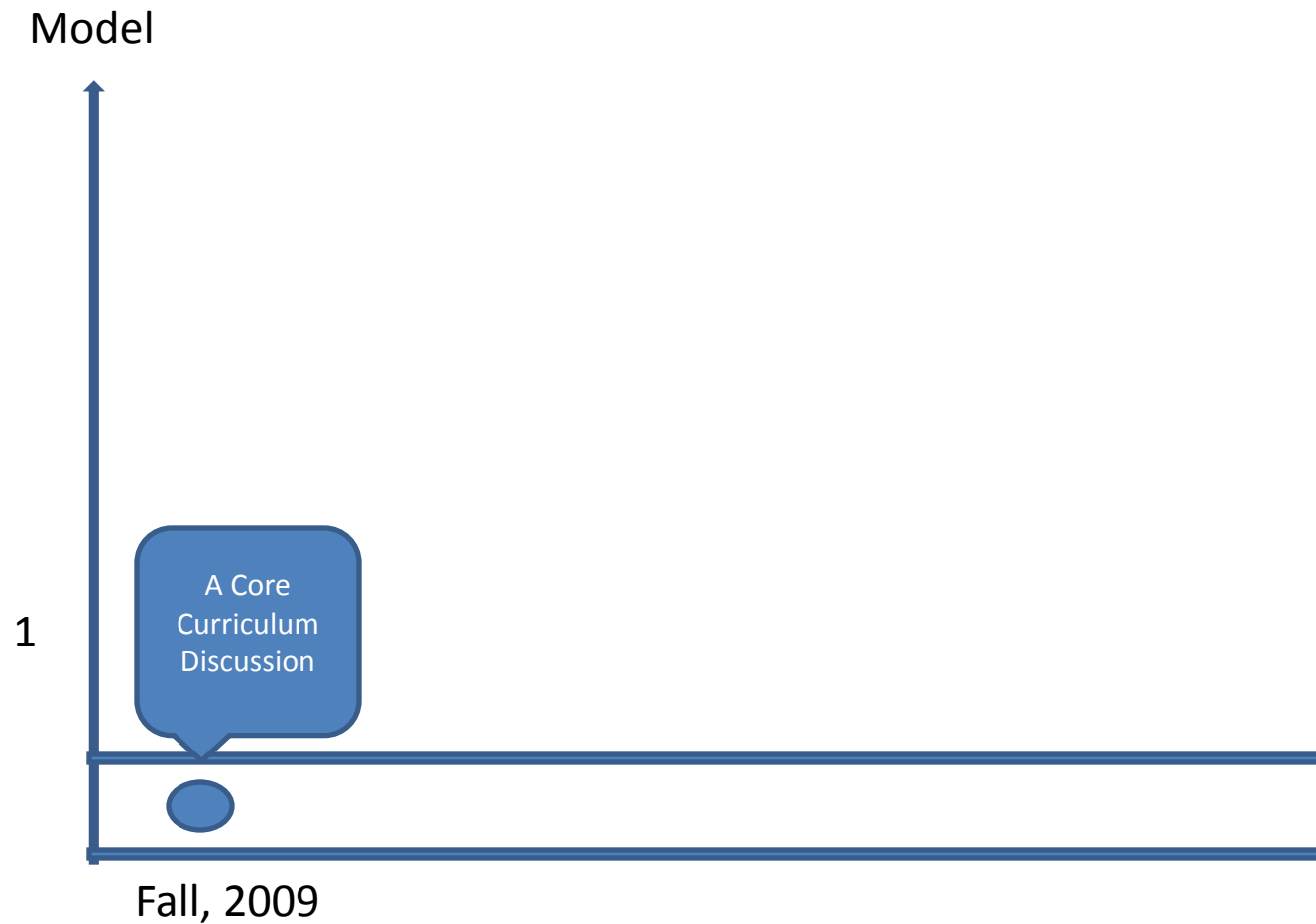
- Overview of La Salle University
- The Six P's Across Time
 - Purpose
 - Participants
 - Processes
 - Practices
 - Potholes
 - Patches

La Salle University

- De La Salle Christian Brothers University, 150 years old
 - Personal attention,
 - Sense of community,
 - Theory/practice,
 - Global perspective,
 - Education for the greater good
- Urban, comprehensive, Master's II
 - Located in Philadelphia, PA
 - Campuses in two nearby counties
 - Programs in Prague and in Basel
- Enrollment: 6,580



Timeline



“A Core Curriculum Discussion”

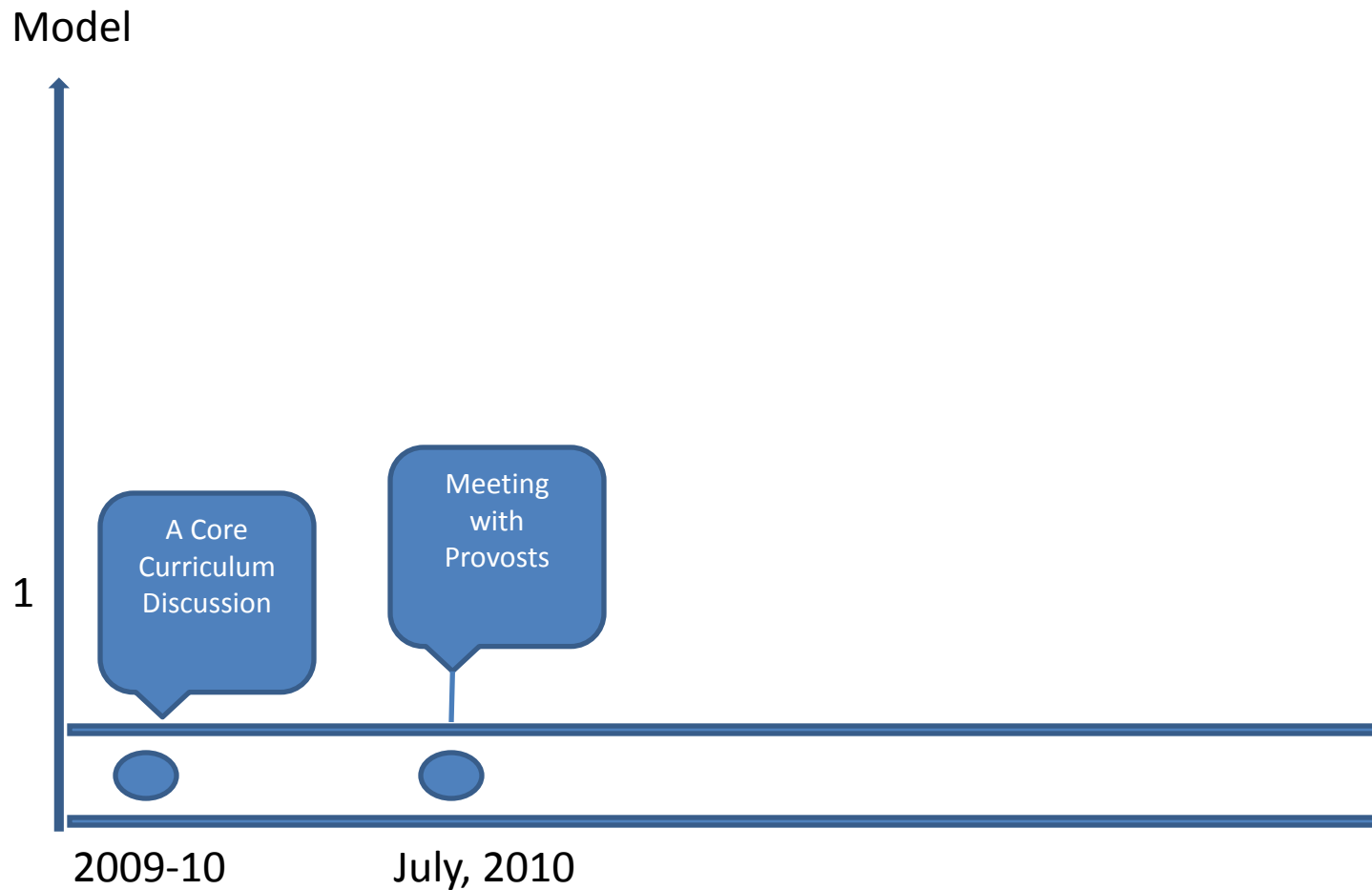
- Purpose
 - Begin discussion of the mission of a core curriculum and consider change to a new core
- Participants
 - Dean of Arts and Sciences
 - Task force 1 of full-time faculty
- Process



Reflection

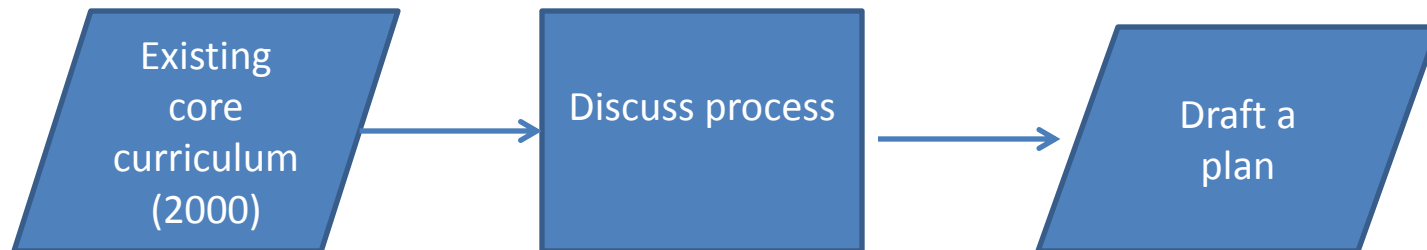
- Best practices
 - Task Force 1 = Arts and Sciences disciplines
- Pothole
 - Former Provost did not want to start the process of reviewing and revising the core
- Patch
 - School of Arts and Sciences only Task Force 1

Timeline



July 2010: Meeting with Provosts

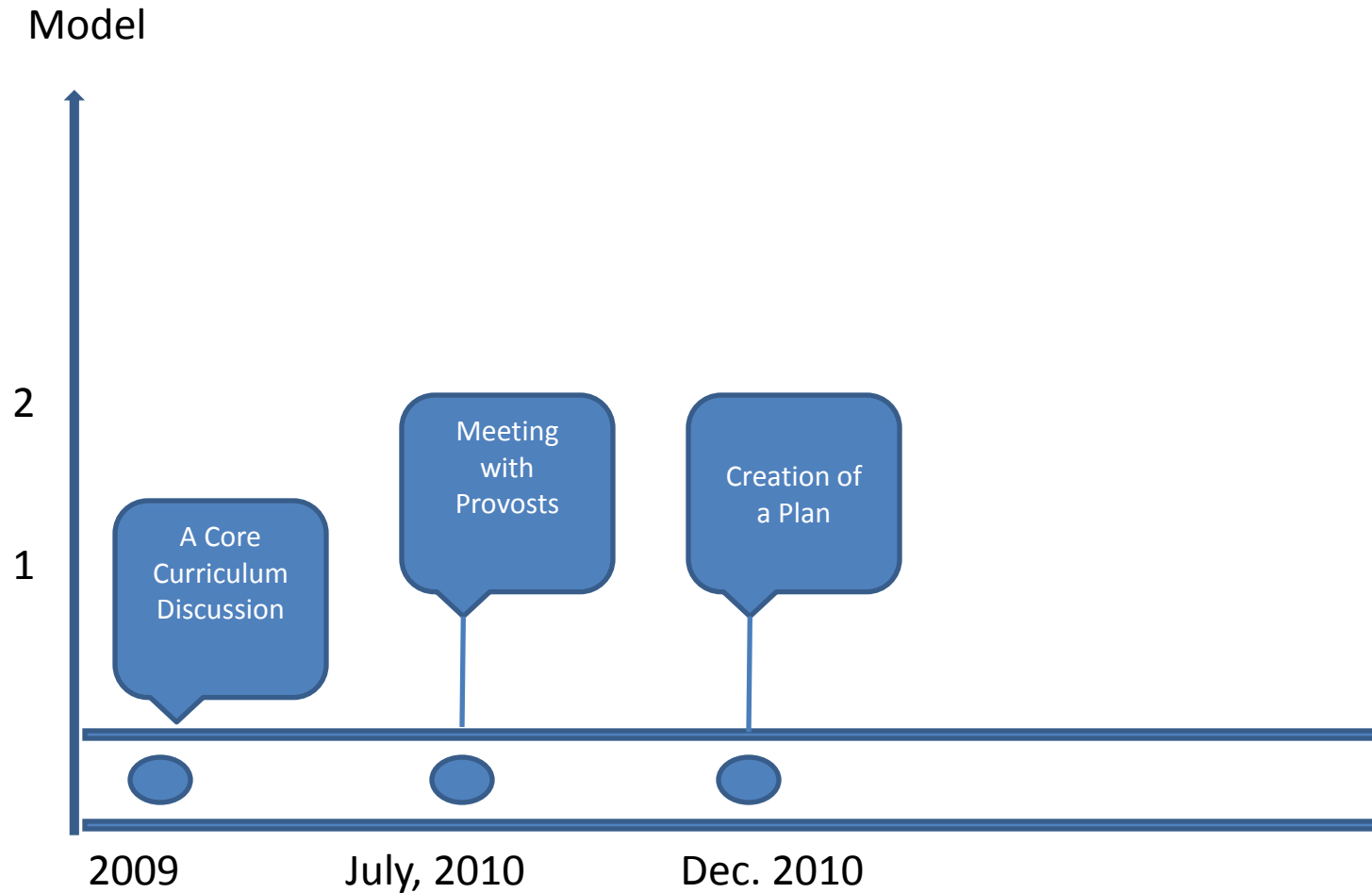
- Purpose
 - Begin to create a new core curriculum
- Participants
 - Outgoing Provost
 - Incoming Provost
 - Task force 2
- Process



Reflection

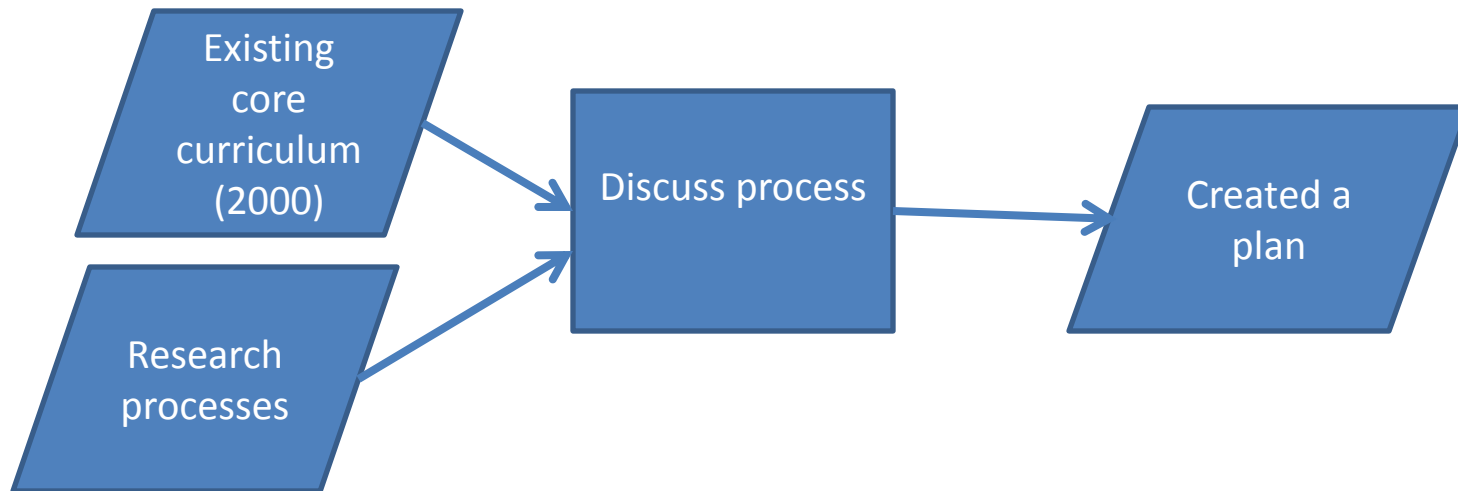
- Best practices
 - Transition between provosts
- Pothole
 - Time delay to next step
- Patch
 - Move to next step in December, 2010

Timeline



December, 2010: Planning

- Purpose
 - Create a plan
- Participants
 - Task force 2
- Process

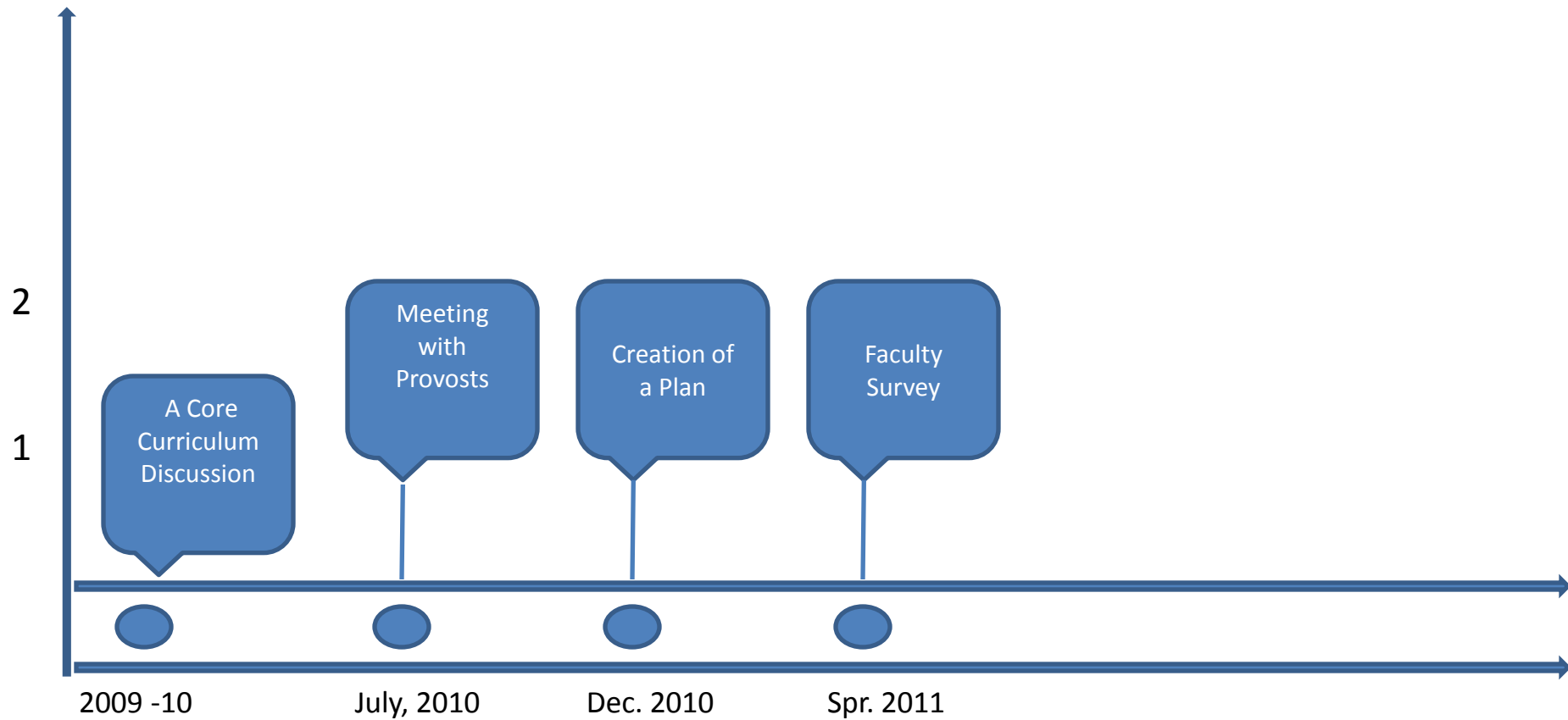


Reflection

- Best practices
 - Task force worked well together
- Pothole
 - Hard to prioritize activities
 - Hard to determine next steps
- Patch
 - Research best “potholes and patches”
 - Gaston, P.L. and Gaff, J.G. (2009). Revising General Education and Avoiding the Potholes. AAC&U.

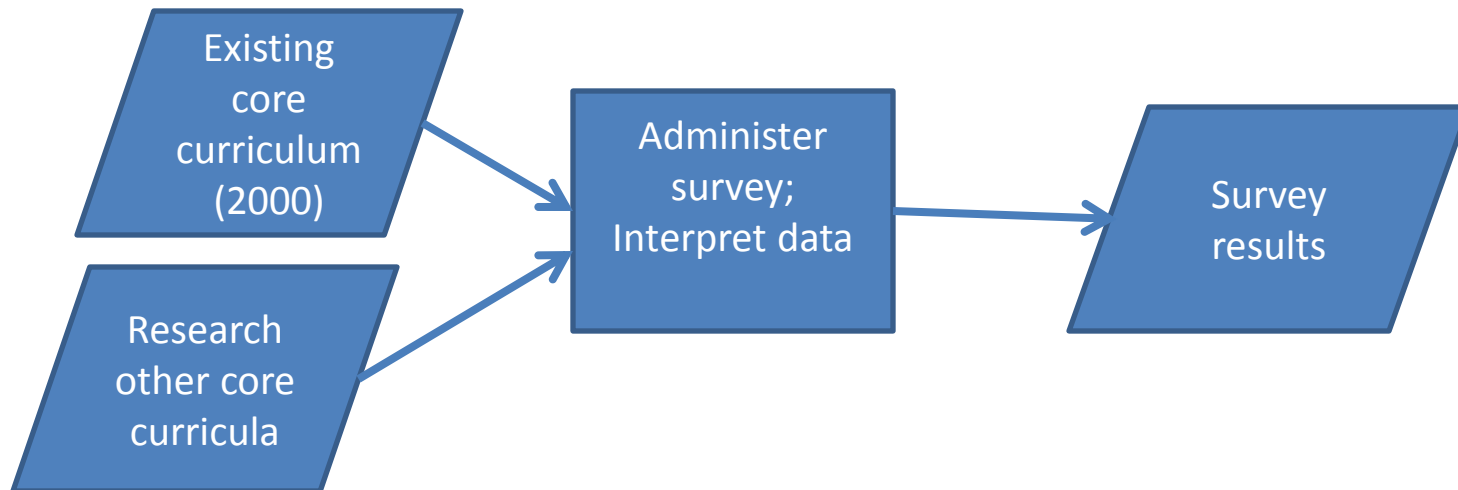
Timeline

Model



Spring 2011: Faculty Survey

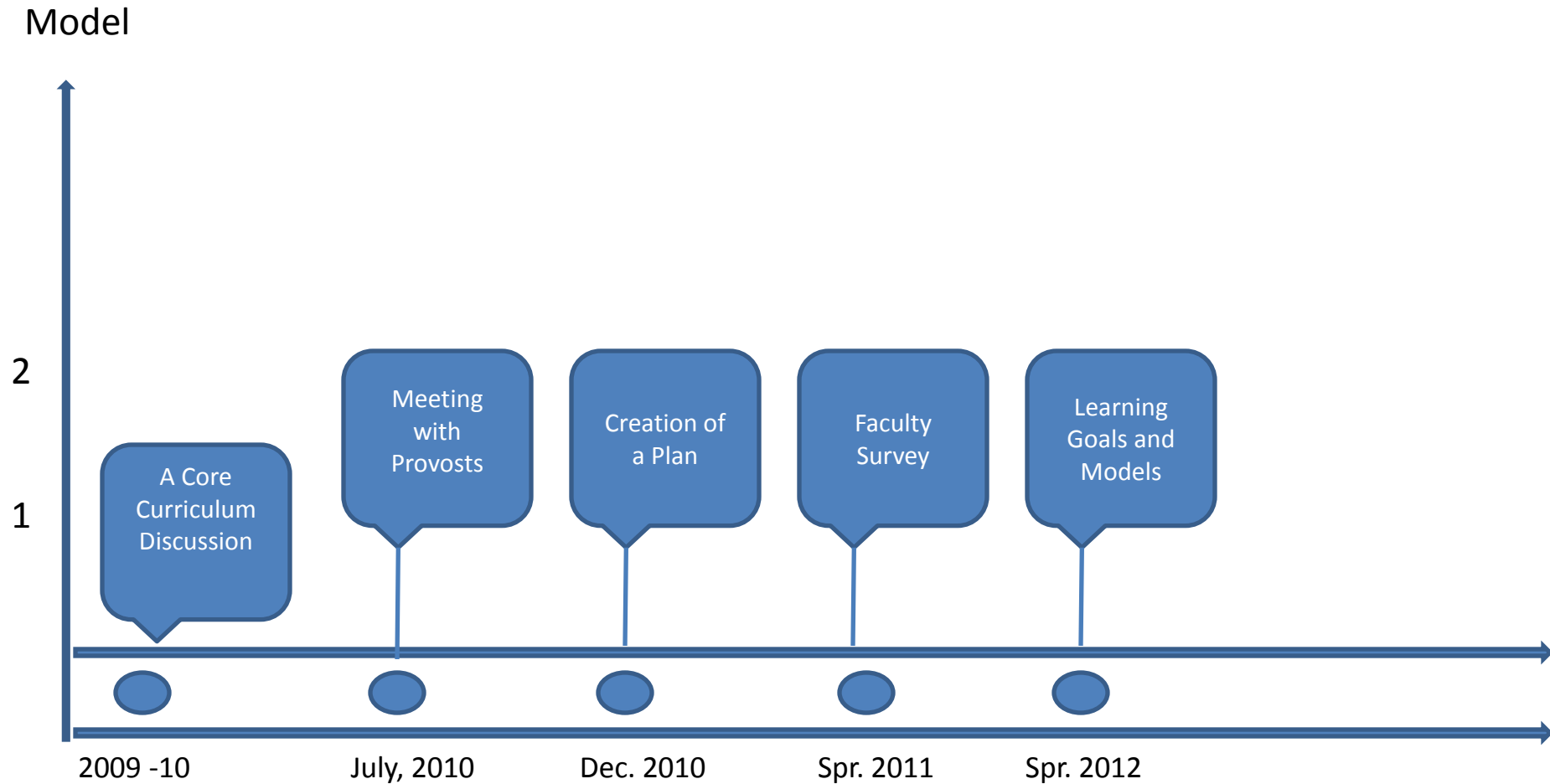
- Purpose
 - Survey the faculty on current core and ideal core
- Participants
 - Task force 2
 - Faculty, Student Life, Assessment Committee, Chairs
- Process



Reflection

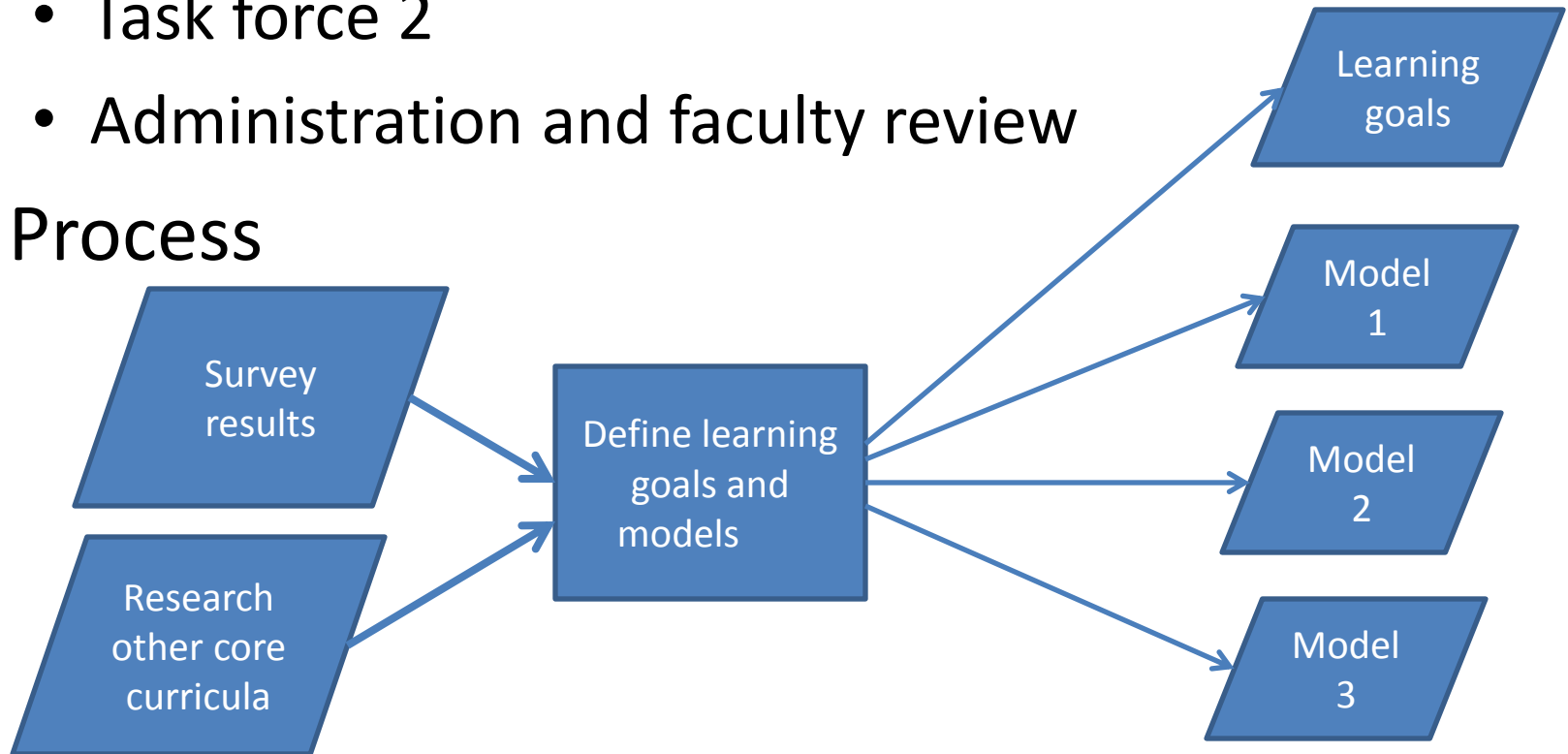
- Best practices
 - Get as much faculty feedback as possible
- Pothole
 - Loss of focus
 - Discussing for the sake of discussion
- Patch
 - Set a definite time limit to consultations

Timeline



Spring 2012: Learning Goals and Models

- Purpose
 - Define the learning goals and model core curricula
- Participants
 - Task force 2
 - Administration and faculty review
- Process

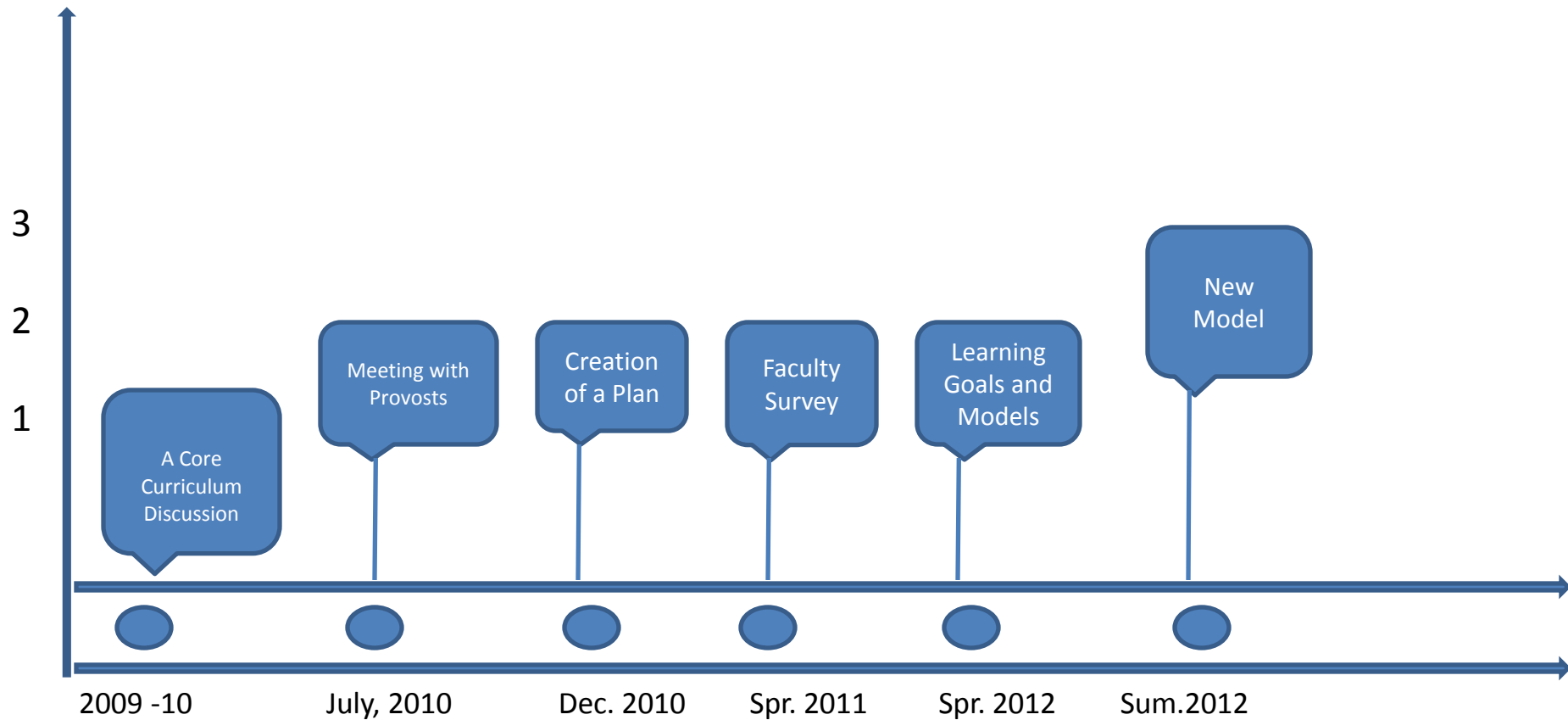


Reflection

- Best practices
 - Learning goals are important for assessment
 - Several alternative models
 - Flexible models
 - Common elements
 - Easy to understand
 - Smaller number of courses
- Pothole
 - No model had faculty support
 - Models did not reflect mission and Catholic identity
 - Tension was created!
- Patch
 - Go back to the drawing board!

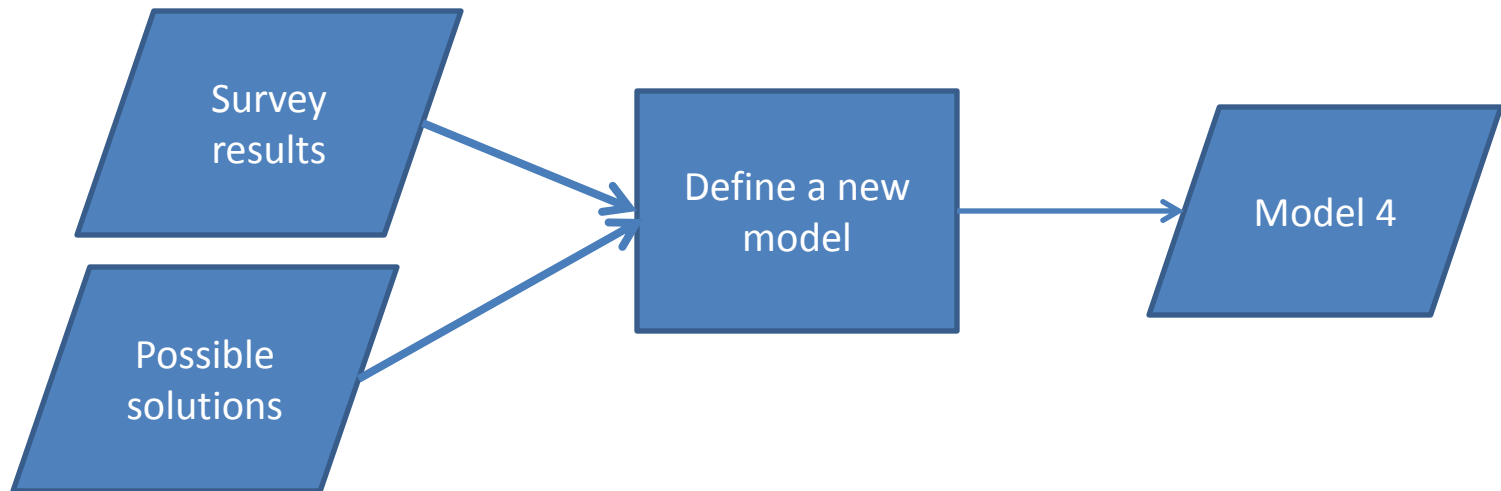
Timeline

Model



Summer 2012: New Model

- Purpose
 - Create a new model
- Participants
 - Task force 2
- Process

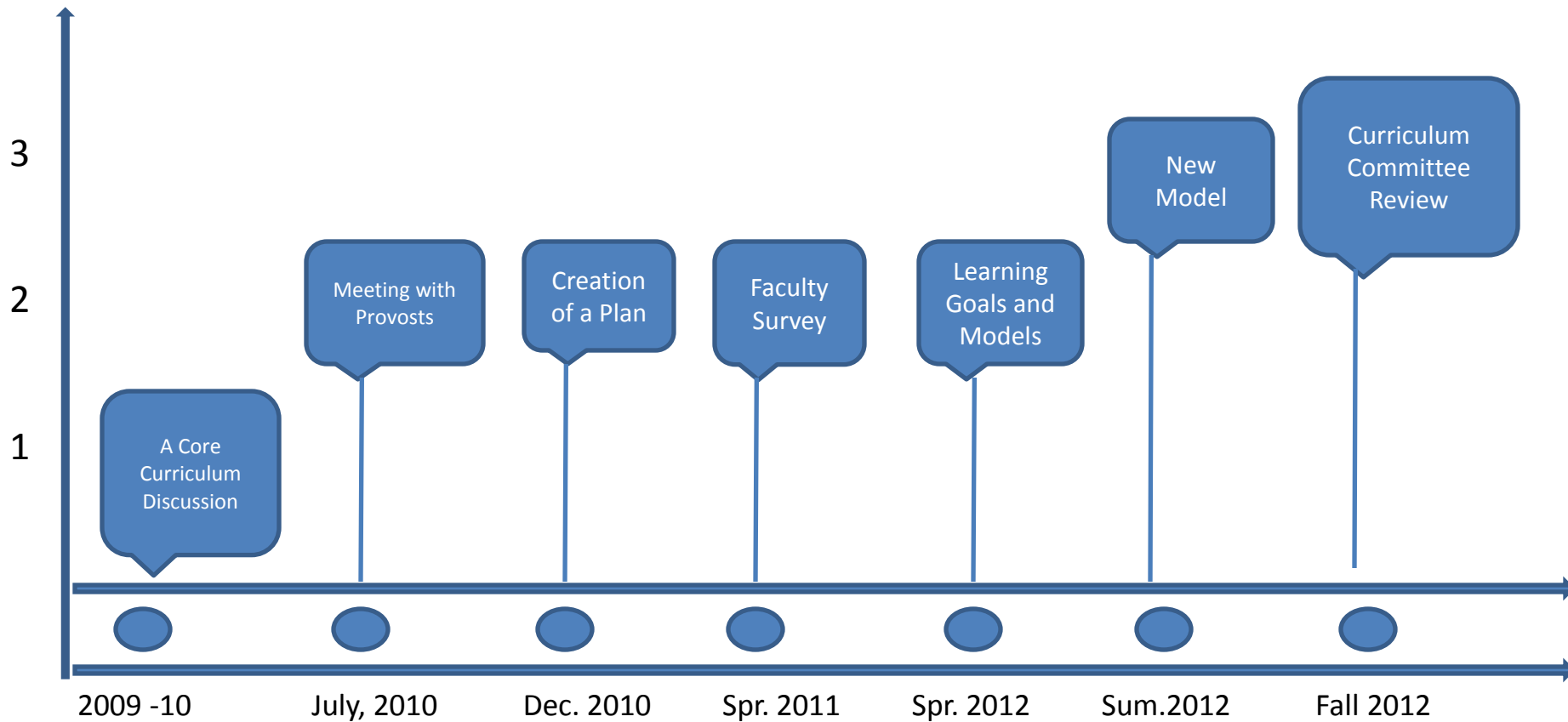


Reflection

- Best practices
 - Used principles of communication
 - Define the problem
 - Set goals
 - Look at some possible solutions
 - Prioritize
- Pothole
 - Trying to move forward by combining a hybrid with features from all three models
- Patch
 - Throw out the old models
 - Push the “Reset” button
 - Focus on the problems, goals and possible solutions for a new core

Timeline

Model



Fall 2012:

Curriculum Committee Review

- Purpose
 - Review by the University Curriculum Committee
- Participants
 - Task force 2
 - University Curriculum Committee
- Process

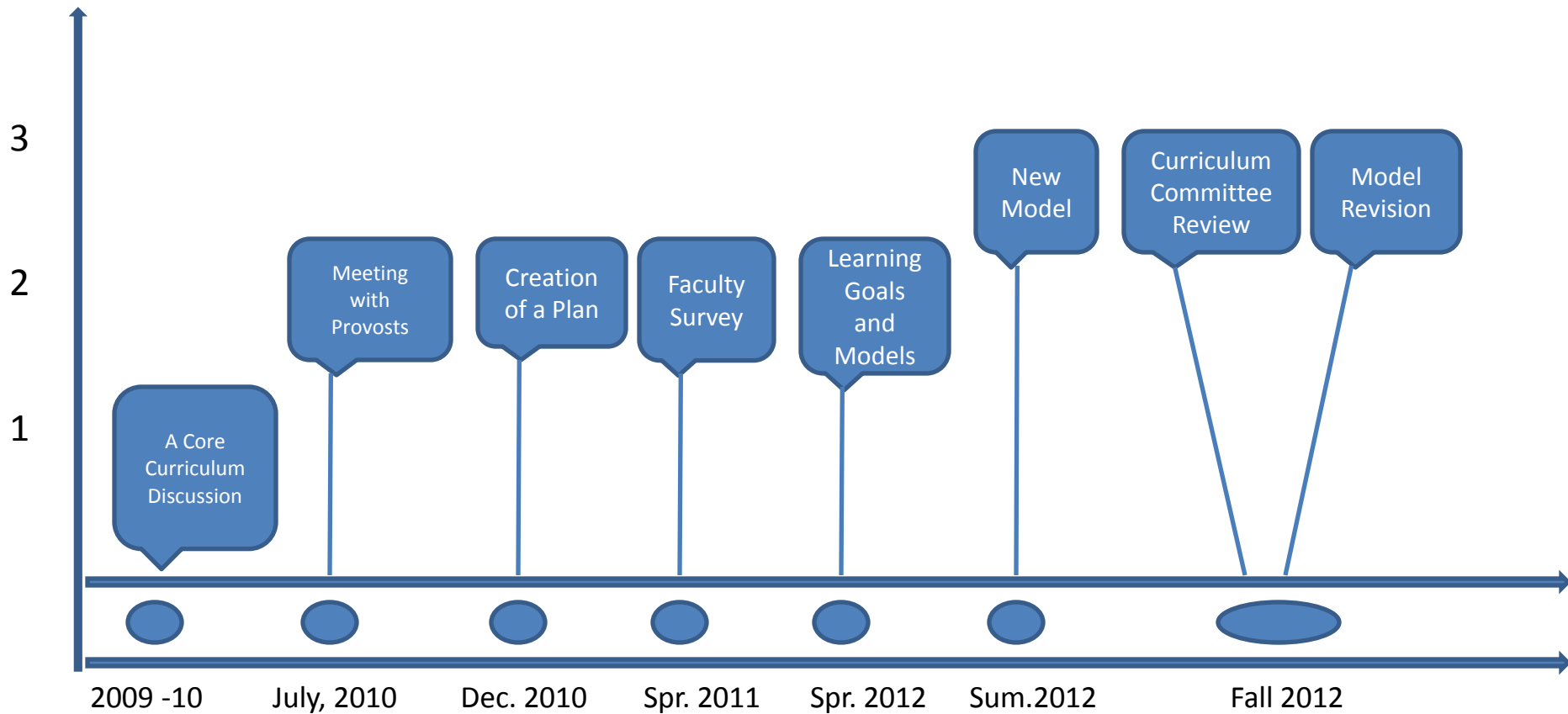


Reflection

- Best practices
 - Gathered feedback from university curriculum committee
 - Committee members were cooperative
- Pothole
 - Elements of the model may be difficult to implement
 - Philadelphia seminar
 - Common experience/element
 - Schedule revision
- Patch
 - Meet with associate and assistant deans regarding implementation
 - Meet with chairpersons regarding departmental learning goals

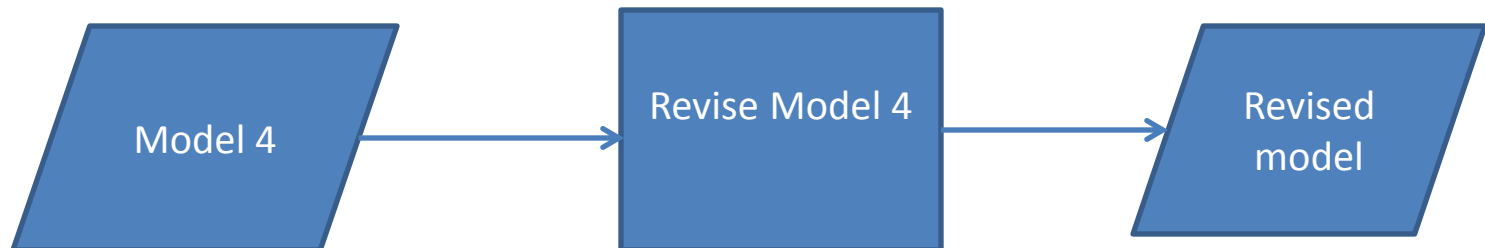
Timeline

Model



Fall 2012: Model 4 Revision

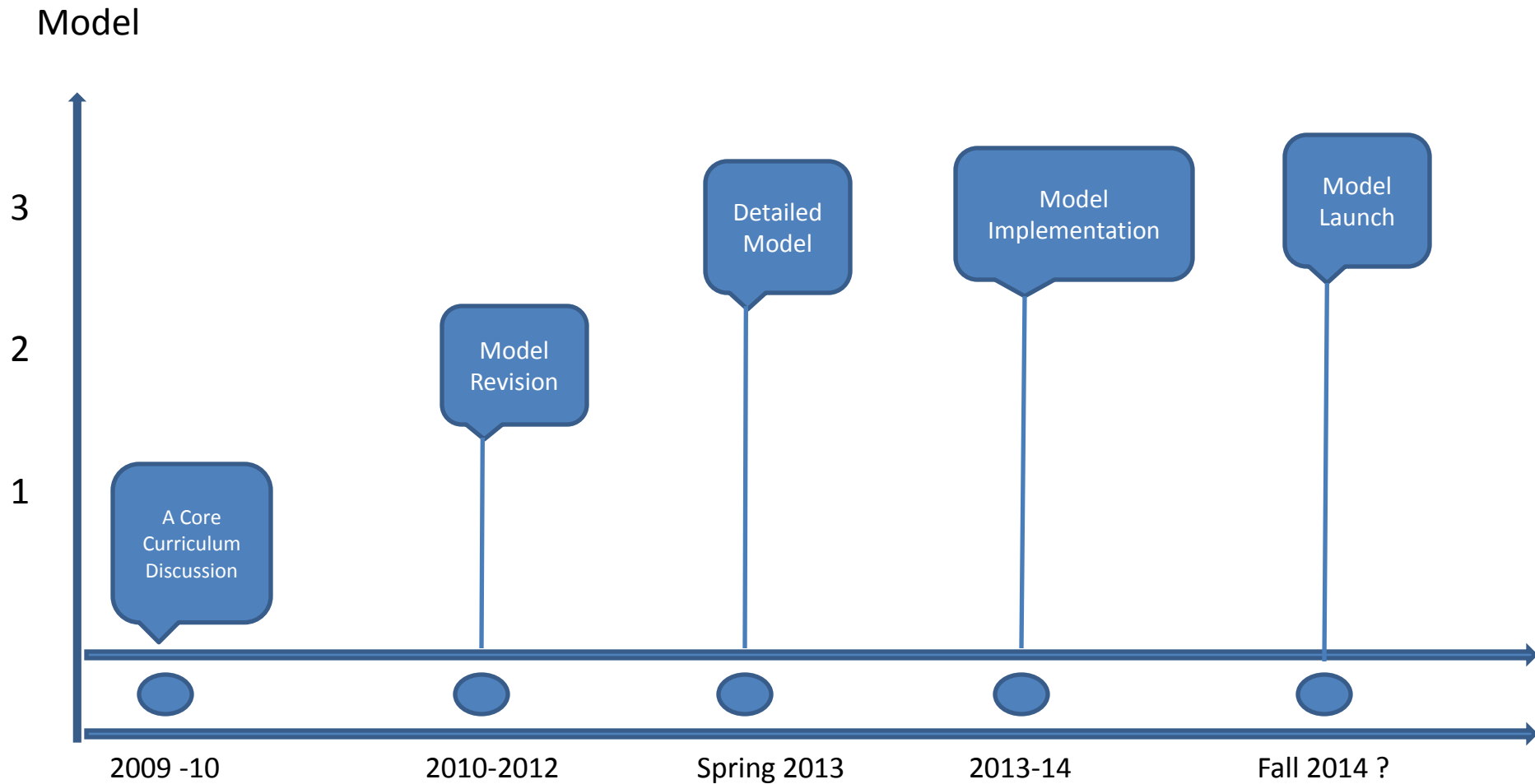
- Purpose
 - Review model 4
 - Create an educational rubric and goals
- Participants
 - Task force 2



Reflection

- Best practices
 - Ability to react to feedback
 - Review distribution of courses
- Pothole
 - Departments may be territorial
- Patch
 - Adhere to learning goals

Timeline



2013 and beyond: Next Steps

- Purpose
 - Present model 4 to Curriculum and Academic Affairs committees, then faculty
 - If model 4 approved
 - Resolve implementation details
 - Develop new courses
 - Disseminate criteria for courses
 - Revise schedule
 - Recommend a director and/or core committee
- Participants
 - Task force 2
 - Faculty

Reflection

- Best practices
 - Gather direction from President
 - Build consensus
- Pothole
 - Check the concerns of the President and the Provost up front
 - Process is long and slow
- Patch
 - Got feedback from President and Provost

Questions?



Contact



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General Education Reform: Advice from the Trenches

Dr. Patricia Mosto

Dean

College of Liberal Arts, Education and Sciences



RIDER
UNIVERSITY

Rider University

Lawrenceville Campus

- 3,650 undergraduates and 900 graduates
 - College of Business Administration
 - College of Continuing Studies
 - School of Fine and Performing Arts
 - College of Liberal Arts, Education and Sciences



Princeton Campus

- 300 Undergraduates
 - Westminster Choir College



Rider University

Demographics

- 29% from Outside NJ
- 36 States
- 61 Countries

Freshman Averages

- 3.32 cumulative GPA
- SAT: 1600

Transfer Average

- 3.00 cumulative GPA



Why revised the core curriculum?

- A 30 year old curriculum
- Internal Imperatives:
 - Faculty perceptions
 - Institutional goals
- External Imperatives:
 - Partnership with LEAP
 - External reviews
 - Recruitment and retention issues



Who initiated the process?

Dean's Task Forces

- Core curriculum reform
- Core curriculum integration
- Academic Policy Committee (APC) approval



First steps

- Open invitation, by the Dean, to faculty & other divisions
- Broad disciplinary representation
- AAC&U Summer Institute: Shared Futures



Focusing Questions

- *What do graduates need today?*
- *What does the world needs from them?*
- *How we will define our core objectives?*
- *What kind of learning experiences meet our core objectives?*
- *What structures will best deliver those experiences?*
- *How do we integrate the core in the overall curriculum?*
- *How do we build co-curricular experiences?*
- *How we will accommodate transfer students?*
- *How we will assess the core outcomes?*



Process

Academic breath and connection building

- *Communication skills/literacy*
- *Problem solving/critical skills*
- *Global understanding*
- *Lifelong learning skills*



Multidimensional Core

- Link courses & co-teaching
- Co-curricular activities
- Learning communities
- Service learning
- Teach-ins
- Study abroad
- Career panels
- Shadowing
- CVP
- Career ladders
- Capstone course
- Student peer mentoring



Supporting Infrastructure

- Developing faculty for new approach
- Funding departments for new initiatives
- Motivating faculty
- Recognizing invested faculty
- Creating a system for information
- Developing assessment practices



Process

- Mission statement and goals
- Survey of faculty, alums and students:
 - *Value of core*
 - *Necessary skills*
 - *Extent of integration*
 - *Effectiveness*



What we learned?

Transparency & open communication are key

- Use of Learning Management System (Blackboard)
- Explicit assessment of existing core
- Report on survey data



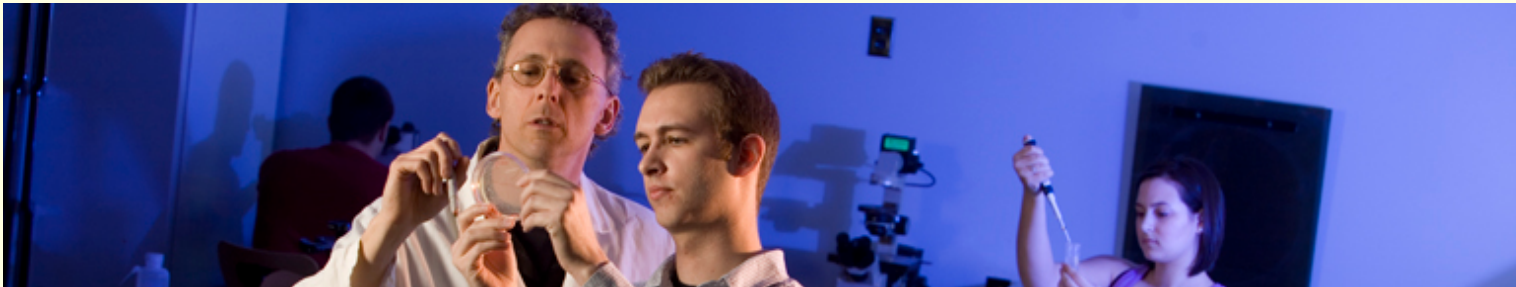
Initiatives

- AAC&U Summer Institute team presented at a Faculty Forum
- Task force members visited each department/program asking:
 - *In your discipline, what are the founding principles, the big questions and the big ideas?*
 - *What should a globally competent person understand about your discipline?*
- Created a series of “model courses” as concrete examples for application of new core goals
- Dean run a series of faculty forums



Implementation

- Incorporate best practices
- Include approaches to address global learning
- Transcend departmental boundaries
- Use multiple team-taught courses approach
- Developing linked courses
- Explore vertical & horizontal integration strategies



Course Design Principles

Courses should:

- enhance **global learning**
- cultivate **different perspectives**
- focus on **big ideas**
- Promote **evaluation and integration of data (qual./quant)**
- Include **primary sources** from the disciplines
- Incorporate the **history** of the disciplines



How will be implemented

Foundational competencies:

- Quantitative thinking
- Critical reading, writing and speaking
- Linguistic and cultural understanding
- Scientific thinking

Woven throughout:

- Global understanding
- Historical perspectives
- Ethical values
- Technological literacy
- Meaningful co-curricular activities



Next Steps

- Propose capstone courses
- Obtain APC approval of mission and goals
- Continue forums & information sharing
- Complete new core proposal for APC



Assessment

- Faculty development for core teaching
- Adapt elements of AAC&U VALUE rubrics
- Evaluate the usefulness of E-Portfolios
- Encourage qualitative assessments
- Hold assessment workshops



Questions?



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