

# Liberal Learning for Global Citizens

## Fayetteville State University

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# Core Review Team

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# Objectives of the Symposium

This symposium will enable participants to:

- Cite specific examples of goals and outcomes for liberal education as established by various organizations and agencies.
- Explain at least four different approaches to assessment.
- Provide details about the strengths and limitations of various assessment strategies.
- Construct a rubric for liberal education outcomes
- Participate meaningfully and enthusiastically in at least one of the Core Review Task Forces.

# Why conduct this review now?

- The last comprehensive review of the FSU core curriculum was in 1992. FSU, higher education, the world in general have changed dramatically since 1992. We need to ensure that FSU's core curriculum meets the needs of our current and future students.
- Renewed interest nationwide in liberal education that has led to a significant body of literature. We want to ensure that FSU's curriculum is consistent with these most recent insights and best practices.

# Why conduct this review now?

- FSU is revising its long-range strategic plan. A new vision statement has emerged from this process, “Fayetteville State University is a leading institution of opportunity and diversity committed to developing learned and responsible global citizens.” Our challenge is to define the skills and knowledge necessary for “learned and responsible global citizenship.”
- The next SACS reaffirmation study is in 2011. We must be prepared to demonstrate that our curriculum is consistent with our vision.
- An essential component of the SACS process is institutional assessment. We must show that we are regularly assessing the effectiveness of our programs. The results of this review are important to our overall institutional assessment efforts.

# Overview of Review Process

- **Fall 2004** – University College Advisory Board recommended review of core curriculum; recommendation supported by Chancellor and Provost; Department Chairs, Deans, Faculty Senate were asked for recommendations about structure and composition of a Core Review Committee
- **Spring 2005** – Core Review Committee formed
- **May 2005** - Core Review Team (five members from the Core Review Committee) participated in General Education Institute in May; Team developed two-year plan that would be as inclusive as possible.
- **Fall 2005** - Symposium of Liberal Learning – Presented five times so all faculty may participate
- **Spring 2006** – Task Forces follow up on the work of the symposium – Reports due by March 2006; Departmental reviews of reports and recommendations by end of the year.
- **2006-07** – Core Review Committee will work with departments to develop proposal, which will be submitted to the Faculty Senate

# Charge from the Chancellor:

- Think beyond our disciplines
- Think in terms of learning outcomes, not courses taken
- Develop general education throughout a student's career
- Enable students to integrate knowledge
- Prepare students for global citizenship
- Develop effective assessment strategies

# Liberal Learning for Global Citizens

Liberal Education: Goals, Standards,  
and Learning Outcomes

# What is Liberal Education?

*Liberal education should liberate and open the mind, and prepare students for responsible action.*

- from the AACU report, *Greater Expectations: The Commitment to Quality as a Nation Goes to College*

## Curricular “vehicle” for achieving liberal education:

- General Education (“Gen – Ed”)
- Liberal Arts Foundation
- University College Core Curriculum (FSU)
- Foundational curriculum common to all degree programs
- The set of required courses that provide the skills and knowledge that an institution considers essential for all graduates (or university educated students generally)

# Liberal Education Exercise

1. Write down some outcomes of liberal education for FSU graduates
  1. What all graduates should know or be able to do
  2. No more than seven
2. Compare your list with that of the person next to you. What's the same? What's different?

## SACS Accreditation (2.7.3)

- “...general education must be a substantial component of each undergraduate degree, and must ensure breadth of knowledge, and based on a coherent rationale...”
- A minimum of 30 hours with at least one course from each of the following: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics.
- The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

# American Association of Liberal Education

Liberal Education must comprise one third of total requirements enabling student competence in three general areas:

- **Effective Reasoning** - To think clearly as reflected in fluency in reading, writing, oral communication and mastery of basic principles of logical, mathematical, and scientific reasoning
- **Broad and Deep Learning** – To obtain familiarity with essential knowledge, principles, and methods proper to various disciplines; (thorough knowledge of one); the ability to integrate knowledge; thoughtful grasp of political, historical foundations of American history, Western history, and at least one non-Western culture; substantial acquaintance with science and technology and their philosophical and cultural implications.
- **The Inclination to Inquire** – To develop a reflective and inquisitive turn of mind; bring knowledge to bear on issues and questions beyond the classroom, develop informed and critical perspective

# Leef Report, Pope Center

2003 Study of General Education throughout the UNC system. General Education should:

1. Comprise @40% of degree programs (@48-50 hrs)
2. Develop crucial habits of mind – inquiry, logical, evaluation of evidence.
3. Make students more literate: reading, writing, speaking (all courses should promote these skills)
4. Familiarize students with mathematics and numerical data.
5. Provide a sense of history.
6. Develop and understanding of science and scientific method.
7. Introduce students to the world of art and aesthetics.

# Pappas Report

- A study (draft report in April; final draft due in December) commissioned by the NC General Assembly of the UNC system and the NC Community College System
- Focus of the report on the role of higher education in promoting economic development.
- Affirms the ongoing importance of the liberal arts

# Pappas Report, findings

- Economic growth will require specialized skills, especially in science, math, and technology
- Liberal arts will increase in importance: economic growth requires individuals who have strong critical thinking and problem solving skills; effective communications skills; intellectual curiosity; ability to work in collaborative teams
- The new economy requires individuals who can work within a global society and economy and are life-long learners.
- General education should be built on defined skills and knowledge with clearly articulated expectations rather than just large number of course options.

# AAC&U *Greater Expectations*

- A report and set of comprehensive recommendations that call for a “dramatic reorganization of undergraduate education to ensure that all college aspirants receive not just access to college, but an education of lasting value.”
- Higher Education has emphasized getting students into college, but not on what should be accomplished once they are there.
- Liberal Education is an essential component of the Greater Expectations project.

## *Greater Expectations* – Students must become:

- Empowered learners – through the mastery of intellectual and practical skills
- Informed learners – by knowledge about the natural and social worlds about forms of inquiry basic to these studies
- Responsible learners – responsible for their personal actions and for civic values

# Empowered Learners

- Effectively communicate orally, visually, in writing, and in a second language
- Understand and employ quantitative and qualitative analysis to solve problems
- Interpret and evaluate information from a variety of sources
- Understand and work within complex systems and diverse groups
- Demonstrate intellectual agility and the ability to manage change
- Transform information into knowledge and knowledge into judgment and action

# Informed Learners

Students should have sustained opportunities to learn about:

- The human imagination, expression, and the products of many cultures.
- The interrelations within and among global and cross-cultural communities
- Means of modeling the natural, social, and technical worlds
- The values and histories underlying U.S. democracy

# Responsible Learners

Students must develop a sense of social responsibility and ethical judgment. To achieve these qualities education must foster:

- Intellectual honesty
- Responsibility for society's moral health and for social justice
- Active participation as a citizen of diverse democracy
- Discernment of the ethical consequences of decisions and actions
- Deep understanding of one's own self and respect for the complex identities of others, their histories, and their cultures.

# AAC&U Greater Expectations

## To achieve these goals:

- Faculty members must focus more centrally on goals for student learning in both courses and programs, not just on subject matter taught or the number of credits earned.
- University leaders must use resources strategically to build a culture centered on learning.
- Institutions will exhibit a rich and desirable diversity of approaches to education.
- All members of the university must have a shared commitment to high standards and new collaborations that create more purposeful educational environments.



# Liberal Education and the Major

# Liberal Education and the Major

- Pervasive tendency is to see liberal education and the major as two distinct tracks.
- Project on Assessment and Accreditation (PAA) – one of its strongest recommendations: “The major and general education should not just co-exist, they should be integrated.”
- General education and study in depth, together comprise a quality education.
- Implications for specialized accrediting agencies.

# Liberal Education – Specialized Accreditation – Project on Assessment and Accreditation

- Speaking/listening, writing/reading, visual, artistic
- Qualitative and quantitative reasoning; critical thinking; scientific reasoning; intellectual creativity
- Information literacy; ability to apply knowledge appropriately; systematic thinking
- Proficiency in dealing with personal values and responsibilities
- Proficiency and capacities in dealing with a diverse society
- Communication across cultural and linguistic barriers
- Ability to be resourceful, flexible, and adaptable; self understanding and assessment; ability to deal with individuals, groups, and organizations
- Proficiencies and capacities in dealing with the natural world, aesthetic appreciation, historical perspective
- Lifelong learning

# Liberal Education – Specialized Accreditation – AACSB (Business)

- Communication abilities
- Analytical skills, reflective thinking skills
- Use of information technology
- Knowledge and skills in ethical and legal responsibilities
- Ethical understanding and reasoning abilities
- Multicultural and diversity understanding
- Group and individual dynamics in organizations
- Statistical data analysis and management sciences
- Domestic and global economic environments of organizations

# Liberal Education – Specialized Accreditation – CCNE (Nursing)

- Communicating effectively in a variety of written and spoken formats
- Thinking critically; developing higher-order problem-solving and critical thinking skills; interpreting and using quantitative data
- Integrating concepts from behavioral, biological and natural sciences in order understand self and others
- Applying knowledge regarding social, political, economic, and historical issues
- Understanding the nature of human values
- Developing and articulating personal standards
- Appreciating cultural differences and bridging cultural and linguistic barriers
- Engaging in effective working relationships
- The arts, sciences, and humanities



# Liberal Education Outcomes

# Quality as learning outcomes

- “A purposeful educational program starts at the endpoint, with the desired characteristics of an institution’s graduates, and asks the faculty to reason backwards from outcomes to the implementation of intentionally designed curriculum to cultivate the desired qualities.” (p.5 of report)

# Fayetteville State University

## “The University College Core Curriculum:

- “...enables students to develop the skills and general knowledge that are essential to success in their respective majors and careers.”
- “... is designed to promote positive human values and encourage a love for learning...”
- “...designed to help students develop the communication, quantitative, reading, and reasoning skills that are necessary for success in any degree program.
- “...introduces students to the methods of inquiry and content knowledge of these various disciplines.”
  - *p. 63 of FSU Undergraduate Catalog*

# Winston-Salem State Univ.

Students completing the general education core curriculum will be able to

1. Develop, organize, support, and communicate effectively ideas based on the audience and the purpose.
2. Interpret, analyze, synthesize, and evaluate information.
3. Use appropriate skills, concepts, and ideas from a given discipline to solve problems and interpret information.
4. Articulate own values, biases, strengths, weaknesses, and how they impact behaviors and be able to reflect on and evaluate own work.

# Winston-Salem State Univ.

5. Respect rights of others to have views and values different from one's own, resolve conflict constructively, and work cooperatively with others.
6. Experience a variety of forms of artistic expression and explore the value of these experiences.
7. Identify international and intranational perspectives and demonstrate ability to use this information in contemporary situations.
8. Identify and apply the major concepts of healthful living.
9. Use technology appropriately to enhance learning, communication, and productivity.

# NC Central University

- To provide opportunities for students to further develop skills necessary to succeed in academic, professional, and social environments...
- To develop students' ability to master fundamental methods of scientific inquiry
- To develop sufficient knowledge relating to diverse cultures and the human experience...
- To provide an opportunity for students to become culturally aware of their heritage and traditions
- To develop students' critical analysis and analytical skills for the globally competitive, technologically-based socio-economy of the twenty-first century
- To accommodate a seamless transition for students from community colleges...

# Oral Roberts University

“Students who complete a degree at Oral Roberts University are expected to be spiritually alive, intellectually alert, physically disciplined, and socially adept.” Students are expected to demonstrate the following:

- Spiritually alive – Biblical knowledge, Sensitivity to the Holy Spirit, Evangelistic capability, Ethical behavior
- Intellectually alert – Critical thinking, Information literacy, Global and historical perspectives, Aesthetic appreciation, Intellectual curiosity
- Physically disciplined – Healthy lifestyle, physically disciplined lifestyles
- Socially adept – Communication skills, Interpersonal skills, Appreciation of culture and linguistic differences, Responsible citizenship, Leadership capacity

# Portland State University

- Inquiry and Critical Thinking – Students will learn various modes of inquiry through interdisciplinary curricula – problem solving, investigating, conceptualizing – in order to become active, self-motivated, and empowered learners.
- Communication – Students will enhance their capacity to communicate in various ways – writing, graphics, numeracy, and other visual and oral means – to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- The Diversity of Human Experience – Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.
- Ethics and Social Responsibility – Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

# Bowling Green State Univ. grads

- Are critical and constructive thinkers
  - Inquiry
  - Creative Problem-Solving
  - Examining Values in Decision-Making
- Communicate effectively
  - Writing
  - Presenting
- Engage others in action
  - Participation
  - Leadership

# One Aim of this Symposium:

We must collectively answer this question:

- What are the desired learning outcomes for all of our graduates, regardless of major? (Same question, stated differently: What should all graduates know and be able to do?)
- *Remember our vision statement: “..committed to developing learned and responsible global citizens.”*