


Chapter 10

Engaging the University, Faculty, Staff, Students Through a General Education Curricular Change

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ABSTRACT

The purpose of this chapter is to describe the development, implementation, and assessment of a new curriculum program at a four-year state university and how to build the engagement of stake holders. A major curriculum reform was instituted within a 4-year state college located in the northeastern part of the United States. When a liberal arts curriculum shift occurs, there are often gaps between the design and practice of the curricular transformation. The way to fulfill these gaps between design and practice are to clearly involve and engage key stakeholders. The background information includes the two curricular reforms and the rationale for these variations. The writers continued by discussing three issues involved when making

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these curricular changes. The cultural of the university needs an adjustment, as well as the communication practices and stakeholder perspectives. The authors concluded the chapter by mentioning four recommendations for consideration when designing, implementing, and maintaining a new curricular reform in higher education.

BACKGROUND

A major curriculum reform was instituted within a 4-year state college located in the northeastern part of the United States. When a liberal arts curriculum shift occurs, there are often gaps between the design and practice of the curricular transformation. Fok (2016) discussed how in Hong Kong, the liberal studies reform experienced gaps between intention and implementation concerns. The background portion of this chapter begins with the historical development of the new liberal studies curriculum, named University Core Curriculum (UCC). The initial general education model consisted of 40 credits towards the liberal arts education at the state university and first began in 2011. The initial framework portion of this chapter describes the model's initial design which was attentive upon the NACE (2010) employability exemplary. While the final portion of the background information includes the rationale for change and the adjustments completed in the new UCC 2.0 model. The adaptation of the original UCC model incorporates components of social justice and social mobility.

The New GE Model of 2011 – University Core Curriculum

Rationale for Change

Dating back to the 1980s, the General Education (GE) program initially required students to complete 60-61 credits to fulfill their GE requirements within a minimum 128-credit undergraduate degree program. By the early 2000s, the number of credits dropped to 53. Serious discussions began in 2009 regarding revision of the existing GE program. There were several reasons for the change. The Middle States accrediting body encouraged the university to create a new program because of the age of the existing program. Cultural and technological shifts were also factors. In addition, potential state legislation reducing the number of undergraduate credit

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