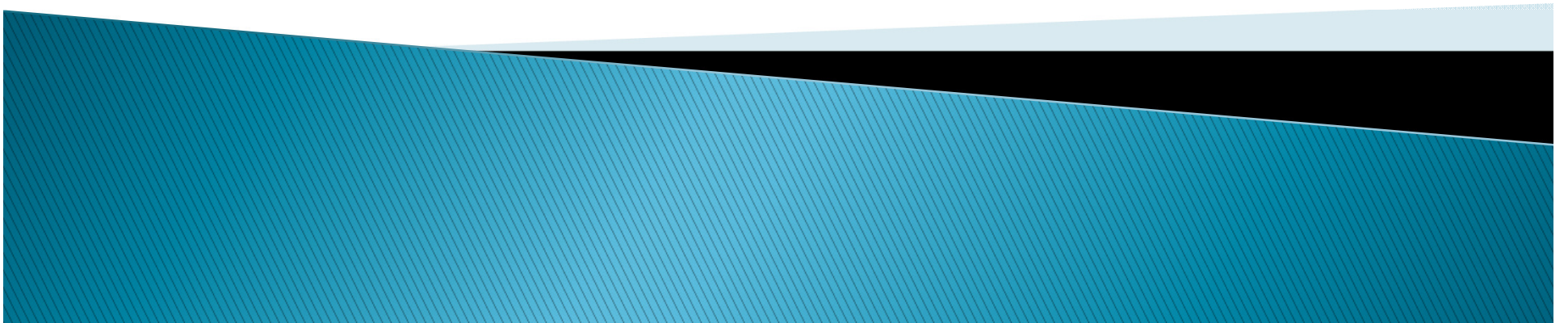


Liberal Arts and the Core

Core Forum: September 2011



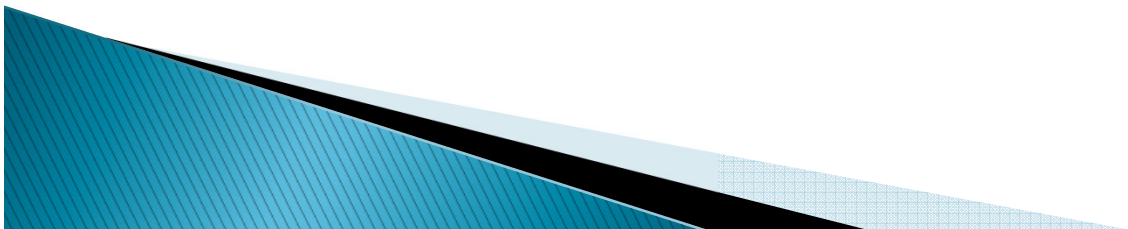
Liberal Arts

- ▶ Mental discipline and curiosity: “The purpose of a liberal arts education is to] open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule, and use its knowledge, to give it power over its own faculties, application, flexibility, method, critical exactness, sagacity, resource, address, [and] eloquent expression. . . .” John Henry Newman
- ▶ Basis for freedom: “Those persons, whom nature has endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposit of the rights and liberties of their fellow citizens; and . . . they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance.” Thomas Jefferson



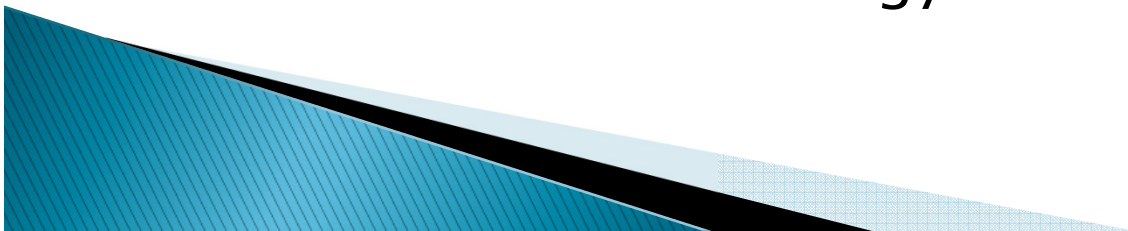
USD Mission, Values and Vision

- ▶ The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.
- ▶ Core Values: academic excellence, knowledge, community, ethical conduct, compassionate service
- ▶ The University of San Diego is a nationally preeminent Catholic university known for educating students who are globally competent, ethical leaders working and serving in our complex and changing world.



Purpose

- ▶ Develop individuals
 - who can reason
 - who can read, write, and express themselves effectively
 - who have the ability to solve complex problems and work through ethical dilemmas
 - who can transfer and apply what they know to new contexts
 - who have the ability to work with others like and unlike themselves
 - who can be creative and innovative
 - who understand and can use developments in science and technology.



Historical Approaches

- ▶ Pre-Civil War focused on strict curriculum: classics (7 liberal arts) and moral philosophy
- ▶ Post-Civil War reform: introduced new disciplines at private and public universities
 - People attended in greater numbers
 - Increased number of books and print materials
 - Included breadth and depth (GE and majors)
 - Trend toward decreased number of required courses: 1890, 80% of curriculum was required at average college; by 1940, requirements were reduced to 40%
- ▶ Debates continued about providing more or less curricular structure.



General Education Requirements at 400+ universities

General education credits needed for bachelor's degree

More than 60 credits	6%
51 to 60 credits	18%
46 to 50 credits	10%
41 to 45 credits	19%
36 to 40 credits	14%
31 to 35 credits	4%
1 to 30 credits	9%
<i>Don't know</i>	<i>20%</i>
Mean	46.6

General education credits needed for associate's degree*

More than 50 credits	5%
31 to 50 credits	18%
1 to 30 credits	32%
<i>Don't know</i>	<i>45%</i>
Mean	33.5

*Asked of 38 respondents

14% say their institution's general education credit requirements have increased since 2000, 14% say they have decreased, 72% say they have stayed the same.

Curricular Models: Interdisciplinary, integrated, curricular-co-curricular programs

- ▶ Harvard: loose distribution: 8 core categories with multiple choices from each
- ▶ George Mason: developmental: foundations (4), core (7), synthesis (1)
- ▶ UCLA hybrid of clusters and 3 core areas; core requirements vary by school
- ▶ Colgate University: core hybrid with breadth distribution
- ▶ Olivet College: hybrid curricular and co-curricular program (LLCs, portfolios, senior experience, service learning)

