



The Opportunity of Accreditation: Motivation for Meaningful General Education Revision

Presenters:

- ❖ Bill Leonard, Dean of Academic Administration
- ❖ Cindy O'Callaghan, Chief Strategist and Special Assistant to the President
 - **Introduction and Overview**
 - **NECHE Accreditation**
 - **General Education Revision Process**
 - **Challenges**
 - **General Education Program Assessment Overview**

About Emmanuel



- Founded in 1919 by the Sisters of Notre Dame de Namur
- Located in Boston, MA
- Over 2,000 total students
- 70+ majors, minors and concentrations across five schools:
 - Business & Management
 - Science & Health
 - Humanities & Social Sciences
 - Education
 - Nursing & Clinical Sciences
- 13:1 student-faculty ratio
- 14 Fulbright scholarship recipients since 2011



- 100% of students complete at least one internship
- 16 Division III varsity athletic teams
- 100 areas of involvement, including clubs and organizations, leadership positions, athletic teams and honor societies.
- Study abroad opportunities are available through 15 program providers to 65+ countries



- New England Commission of Higher Education (NECHE)
- Comprehensive Evaluation every 10 years – October 2022
- General Education Distribution Model in place since 1992
 - Can this model meet the needs of today's students?
 - Does this model meet the intent of the current accreditation standards?

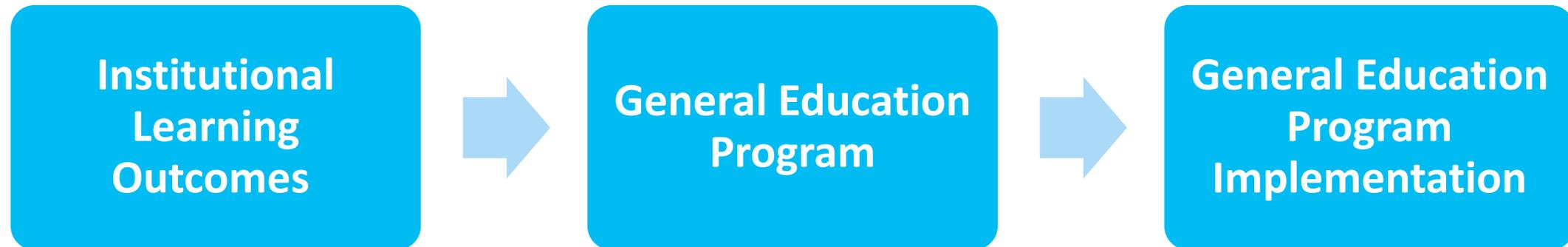


NECHE Standards

General Education

4.16 The general education program is coherent and substantive. It reflects the institution's mission and values and embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.

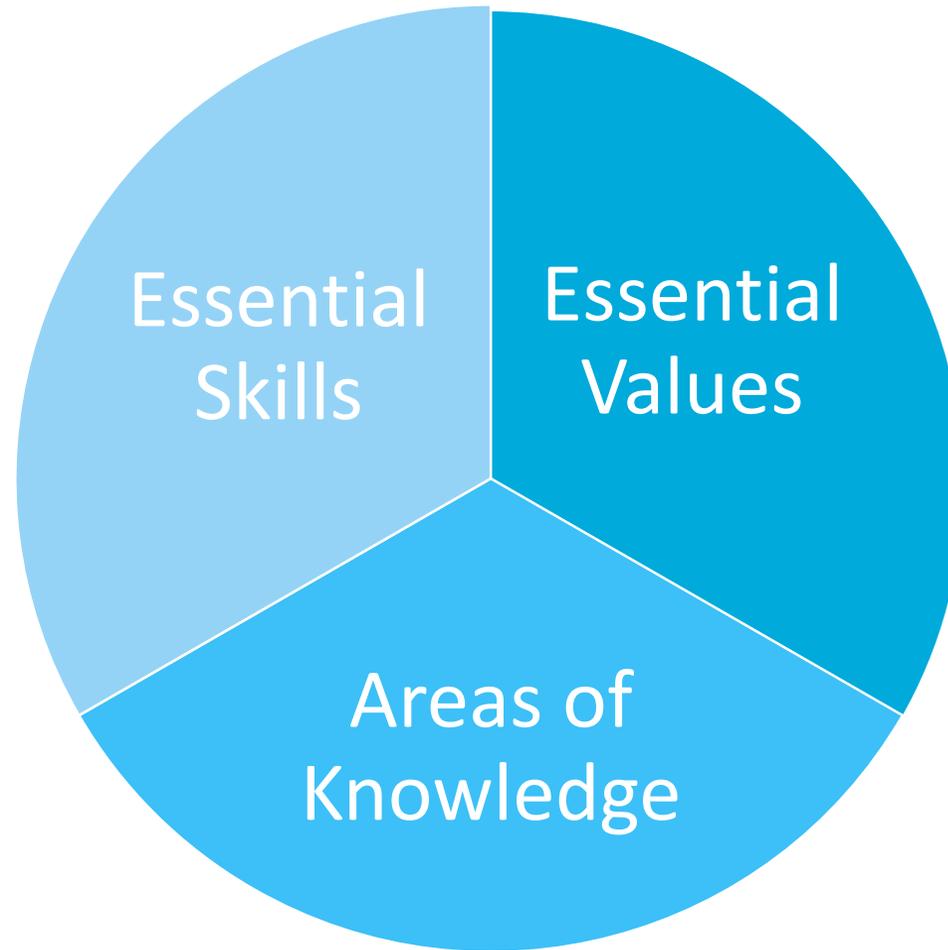
Spring 2019 – Launched Three-Phase Process



Emmanuel College prepares students to:

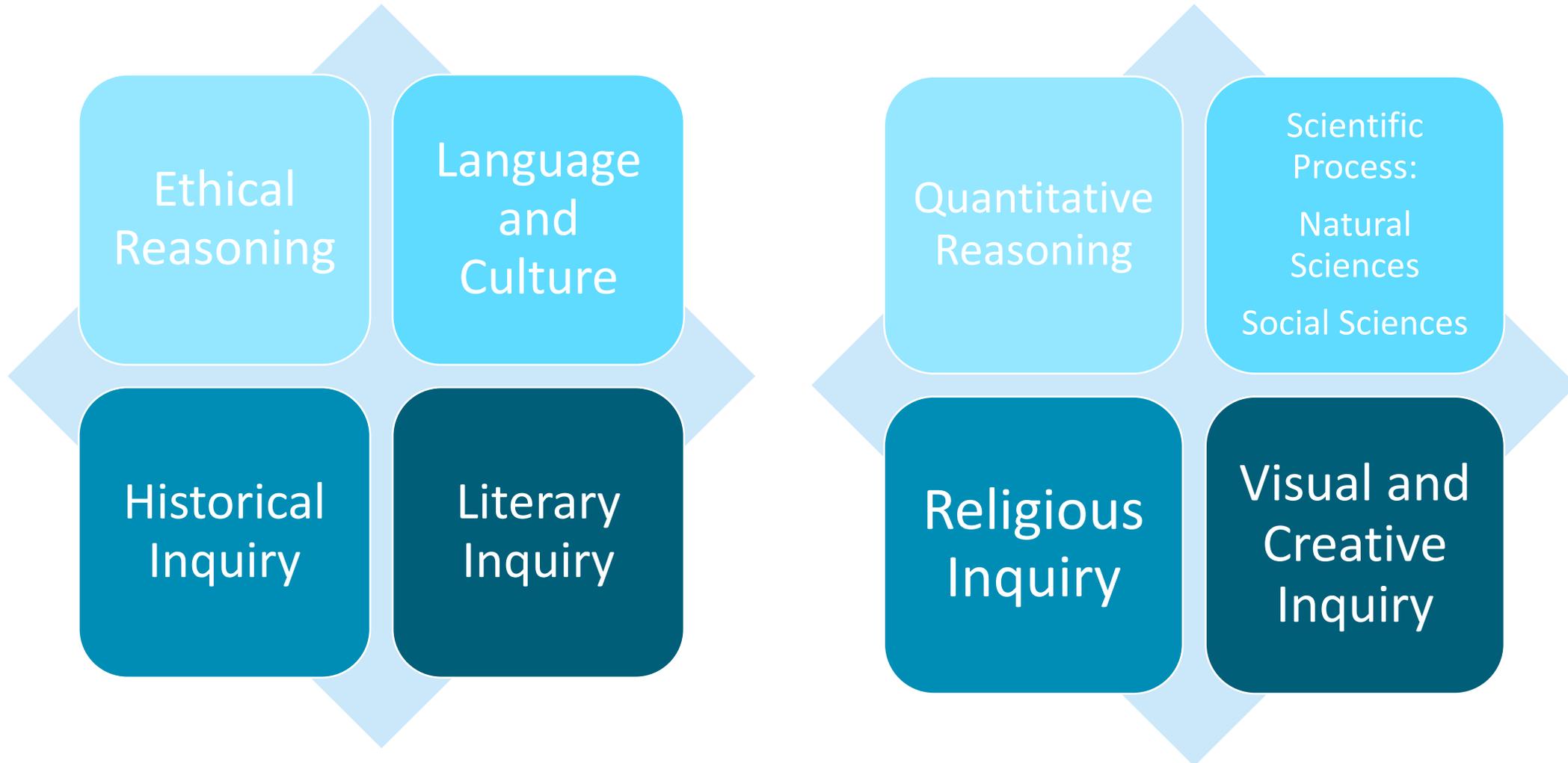
- Engage complex ideas by broadening and deepening their knowledge and by sharpening their intellectual skills.
- Excel in their future careers—and make valuable contributions to their organizations and professions.
- Deepen and clarify their sense of personal, social, ethical and civic responsibility.

New General Education Program



- **Critical Thinking**
 - Use reason and observation to solve problems in a variety of situations
- **Effective Communication**
 - Cultivate skills in written, oral and visual discourse in order to share ideas through different media and in a variety of professional contexts.
- **Integrative Learning**
 - Foster the ability to make connections between theory and practice of an area of knowledge; draw implications from experientially based work and engage in reflective analysis resulting in deeper, integrative understanding.

Areas of Knowledge



Diversity and Multiculturalism

Understand the complexity of identity and diversity and how these topics affect the individual and both local and global cultures.

Promoting the positive value of difference in all of its forms, **diversity** encourages students to understand how the implications of difference relate to past and present forms of discrimination and oppression in the United States and the world. Manifestations of difference include race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious or political beliefs. The comparative study of social groups and traditions, **multiculturalism** emphasizes difference through the study of and exposure to multiple cultures in order to develop a critical consciousness attentive to the modern global landscape.

Social Justice

Develop knowledge, skills, values and motivation to participate beneficially in activities of personal and public concern.

Social justice is a goal that lies at the heart of the mission of the College, which encourages all members of the community to follow the example of the Sisters of Notre Dame de Namur to make a difference in the civic life of our communities, our nation and the global world. It encourages students to develop the knowledge, skills, values and motivation to connect themselves to civic life through course work and sustained experiential learning opportunities.

General Education Revision Process



EMMANUEL
COLLEGE

GENERAL EDUCATION CURRICULUM PROPOSAL

ADD COURSE TO FULFILL
HISTORICAL INQUIRY (HI)

DEPARTMENT	Click here to enter text.
PERSON COMPLETING FORM	Click here to enter text.

COURSE NUMBER AND COURSE TITLE:

Enter Text Here

Goal: Students will understand the relationship between historical events, gaining the ability to make connections between the past and present.

Narrative: Essential to the liberal arts and sciences, the study of history enables students to understand change and continuity over time and around the world. Studying cultures and ideas of the past allows students to connect themselves to the richness and diversity of human experience. They learn to analyze and interpret historical records, using traditional and digital modes of technology to share their findings with different audiences. Training in the historical method will help students become more perceptive, confident, and sophisticated in their writing and thinking.

By checking this box, you acknowledge that your department chair or program director and your Associate Dean are aware of this curriculum committee submission.

CURRENT COURSE DESCRIPTION Enter Text Here	PROPOSED COURSE DESCRIPTION <i>(please highlight proposed changes)</i> Enter Text Here
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Please explain how your course will align with **at least three** of the established learning outcomes for **Historical Inquiry**:

LOCATE, INTERPRET, AND USE PRIMARY AND SECONDARY SOURCES IN PERSUASIVE DISCOURSE

(Explanation of Course Alignment in no more than 150 words)

Enter Text Here

STUDY THE ORIGINS, DEVELOPMENT AND INTERPRETATIONS OF THE CIVIC VALUES AND CULTURE OF THE UNITED STATES

(Explanation of Course Alignment in no more than 150 words)

Enter Text Here

DESCRIBE CAUSATION IN DIFFERENT HISTORICAL METHODS

(Explanation of Course Alignment in no more than 150 words)

Enter Text Here

TRACE THE EVOLUTION OF IDEAS OVER TIME BY PLACING THEM IN DIVERSE CONTEXTS.

(Explanation of Course Alignment in no more than 150 words)

Enter Text Here

CONNECT THE PAST TO THE PRESENT AND FUTURE USING DIGITAL TECHNOLOGY

(Explanation of Course Alignment in no more than 150 words)

Enter Text Here

General Education Revision Process



EMMANUEL
COLLEGE

GENERAL EDUCATION CURRICULUM PROPOSAL

ADD COURSE TO FULFILL
HISTORICAL INQUIRY (HI)

Critical Thinking (CT) and Effective Communication (EC) are skills that must be embedded in every GE course. Please select two objectives from both the CT and EC objectives and indicate how the course will address these objectives.

Critical Thinking Objective #1

Enter Text Here (*in no more than 75 words*)

Critical Thinking Objective #2

Enter Text Here (*in no more than 75 words*)

Effective Communication Objective #1

Enter Text Here (*in no more than 75 words*)

Effective Communication Objective #2

Enter Text Here (*in no more than 75 words*)

In the table below please provide evidence of student achievement for each relevant learning outcome by describing course assignments. The title of the assignment should be entered in the top row and the description of the assignment in the appropriate box beneath the assignment. Describe a minimum of one assignment. Please limit responses within each cell to 50 words.

Historical Inquiry	Enter title of assignment	Enter title of assignment	Enter title of assignment
Locate, interpret, and use primary and secondary sources in persuasive discourse.			
Study the origins, development and interpretations of the civic values and culture of the United States.			
Describe causation in different historical methods.			
Trace the evolution of ideas over time by placing them in diverse <u>contexts</u> .			
Connect the past to the present and future using digital technology.			
Critical Thinking Objective #1			
Critical Thinking Objective #2			
Effective Communication Objective #1			
Effective Communication Objective #2			

General Education Revision Process



EMMANUEL COLLEGE GENERAL EDUCATION CURRICULUM PROPOSAL

ADD COURSE TO FULFILL HISTORICAL INQUIRY (HI)

Critical Thinking (CT) and Effective Communication (EC) are skills that must be embedded in every GE course. Please select two objectives from both the CT and EC objectives and indicate how the course will address these objectives.

Critical Thinking Objective #1

Choose an item.

CT1: Identify and describe the nature of the problem and define central concepts

CT1: Access, interpret, evaluate and present information that is relevant to solving problems through various discipline specific methodologies.

CT1: Draw justified conclusions from data gathered using a variety of methods, such deductive and inductive inferences, statistical analysis, visualization technologies and various methods.

CT1: Create hypotheses that serve as possible solutions to problems and judge their adequacy using methods that are appropriate to the discipline.

CT1: Examine the implications of possible solutions by attempting to integrate them into an accepted system of coherent and compatible beliefs.

Effective Communication Objective #2

Enter Text Here (in no more than 75 words)

Effective Communication Objective #1

Choose an item.

EC1: Develop critical and creative skills in speaking, reading, viewing and listening.

EC1: Cultivate effective writing skills and foster a thoughtful revisionary practice.

EC1: Utilize conventions of persuasive discourse in traditional and technology-enabled visual media platforms.

EC1: Conduct research and produce creative work using traditional media and visual technologies

EC1: Translate ideas from diverse cultural contexts to different audiences and to achieve specific goals.

able below please provide evidence of student achievement for each relevant learning outcome by describing course assignments. The title of the assignment should be entered in the top row and the description of the assignment in the appropriate box in the assignment. Describe a minimum of one assignment. Please limit responses within each cell to 50 words.

Historical Inquiry

Interpret, and use primary and secondary sources in persuasive discourse.

Study the origins, development and interpretations of the civic values and culture of the United States.

Describe causation in different historical methods.

Trace the evolution of ideas over time by placing them in diverse contexts.

Connect the past to the present and future using digital technology.

Critical Thinking Objective #1

Critical Thinking Objective #2

Effective Communication Objective #1

Effective Communication Objective #2

Enter title of assignment

Enter title of assignment

Enter title of assignment

1 of 545 words



27 new notifications

Essential Value – Diversity and Multiculturalism



 EMMANUEL COLLEGE		GENERAL EDUCATION CURRICULUM PROPOSAL	ADD COURSE TO FULFILL DIVERSITY AND MULTICULTURALISM (DM)
DEPARTMENT	Click here to enter text.	Goal: Understand the complexity of identity and diversity and how these topics affect the individual and both local and global cultures.	
PERSON COMPLETING FORM	Click here to enter text.	Narrative: Promoting the positive value of difference in all of its forms, diversity encourages students to understand how the implications of difference relate to past and present forms of discrimination and oppression in the United States and the world. Manifestations of difference include race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious or political beliefs. The comparative study of social groups and traditions, multiculturalism emphasizes difference through the study of and exposure to multiple cultures in order to develop a critical consciousness attentive to the modern global landscape. Regardless of disciplinary perspective, courses that fulfill these Values in the General Education Program elevate the voices of traditionally under-represented groups, while acknowledging the importance of diverse cultural perspectives.	
COURSE NUMBER AND COURSE TITLE: Enter Text Here			
<input type="checkbox"/> By checking this box, you acknowledge that your department chair or program director and your Associate Dean are aware of this curriculum committee submission.			
A course syllabus is required at the time of submission. Please highlight course content that supports the information provided below.			
CURRENT COURSE DESCRIPTION Enter Text Here	PROPOSED COURSE DESCRIPTION (please highlight proposed changes) Enter Text Here		
Please explain how your course will align with at least three of the established learning outcomes for Diversity and Multiculturalism:			
IDENTIFY ETHICAL AND PLURALISTIC FORMS OF CULTURAL EXCHANGE AND ENGAGEMENT (Explanation of Course Alignment in no more than 150 words) Enter Text Here			
IDENTIFY THE SOCIOCULTURAL STRUCTURES RESPONSIBLE FOR CREATING CATEGORIES OF SOCIAL DIFFERENCE¹ AND INFLUENCE EXPRESSIONS OF PRIVILEGE AND MARGINALIZATION. (Explanation of Course Alignment in no more than 150 words) Enter Text Here			
IDENTIFY STRATEGIES USED BY MARGINALIZED COMMUNITIES TO CREATE PERSONAL AND COLLECTIVE EXPRESSIONS OF IDENTITY, EMPOWERMENT, AND RESISTANCE. (Explanation of Course Alignment in no more than 150 words) Enter Text Here			
¹ Categories of social difference refers to any form of identity creation and exclusion that separate individuals and communities from one another. They include (but not limited to): race, ethnicity, religion, gender, social class, sexuality, age, physical ability, political belief, and regionalism.			
UTILIZE METHODOLOGIES FROM DISCIPLINE-SPECIFIC OR INTERDISCIPLINARY PERSPECTIVES TO ANALYZE THE CONSTRUCTION OF IDENTITY AND SOCIAL DIFFERENCE. (Explanation of Course Alignment in no more than 150 words) Enter Text Here			

Essential Value – Social Justice

 **EMMANUEL COLLEGE** GENERAL EDUCATION CURRICULUM PROPOSAL **ADD COURSE TO FULFILL SOCIAL JUSTICE (SJ)**

DEPARTMENT [Click here to enter text.](#)
PERSON COMPLETING FORM [Click here to enter text.](#)

Goal: Develop knowledge, skills, values and motivation to participate beneficially in activities of personal and public concern.
Narrative: Social justice is a goal that lies at the heart of the mission of the College, which encourages all members of the community to follow the example of the Sisters of Notre Dame de Namur to make a difference in the civic life of our communities, our nation and the global world. It encourages students to develop the knowledge, skills, values and motivation to connect themselves to civic life through course work and sustained experiential learning opportunities.

COURSE NUMBER AND COURSE TITLE:
[Enter Text Here](#)

By checking this box, you acknowledge that your department chair or program director and your Associate Dean are aware of this curriculum committee submission.

A course syllabus is required at the time of submission. Please highlight course content that supports the information provided below.

CURRENT COURSE DESCRIPTION	PROPOSED COURSE DESCRIPTION
Enter Text Here	Enter Text Here

Please explain how your course will align with at least three of the established learning outcomes for Social Justice:

IDENTIFY THE VALUES OF A SOCIALLY JUST WORLD

(Explanation of Course Alignment in no more than 150 words)
[Enter Text Here](#)

TO BE EDUCATED ABOUT CIVIC ENGAGEMENT IN A DEMOCRATIC SOCIETY

(Explanation of Course Alignment in no more than 150 words)
[Enter Text Here](#)

DESCRIBE HOW LEADERS AND ADVOCATES IDENTIFIED AND CONFRONTED INJUSTICE IN THE PAST AND CONTINUE TO DO SO IN THE PRESENT.

(Explanation of Course Alignment in no more than 150 words)
[Enter Text Here](#)

PARTICIPATE IN EXPERIENTIAL LEARNING ACTIVITIES THAT PROMOTE CIVIC VALUES ON AND OFF CAMPUS.

(Please describe the experiential learning activities that are included in your course. For those courses that do not have this component, the EXP1101 Experiential Learning: Social Justice Engagement 0-credit course will support this objective.)

(Explanation of Course Alignment in no more than 150 words)
[Enter Text Here](#)

 **EMMANUEL COLLEGE** GENERAL EDUCATION CURRICULUM PROPOSAL **ADD COURSE TO FULFILL SOCIAL JUSTICE (SJ)**

UNDERSTAND THE ROLE OF PROGRAMS, POLICIES AND INSTITUTIONS IN CREATING AND MAINTAINING SOCIAL INEQUALITY AND INJUSTICE.

(Explanation of Course Alignment in no more than 150 words)
[Enter Text Here](#)

DESCRIBE METHODOLOGIES FROM DISCIPLINE-SPECIFIC OR INTERDISCIPLINARY PERSPECTIVES THAT ADDRESS ISSUES OF SOCIAL INJUSTICE

(Explanation of Course Alignment in no more than 150 words)
[Enter Text Here](#)





- Social Justice Engagement
 - Service Learning Courses
 - Co-curricular Experiences
- Writing Intensive Courses
- Implementing and Assessing

Academic Year	Planned Assessment
2023-2024	Critical Thinking and Effective Communication Skills
2024-2025	Essential Values: Diversity and Multiculturalism and Social Justice; Writing Intensive
2025-2026	Areas of Knowledge: Ethical Reasoning, Historical Inquiry, Language and Culture, and Literary Inquiry
2026-2027	Areas of Knowledge: Quantitative Reasoning, Religious Inquiry, Natural Science, Social Sciences, and Visual and Creative Inquiry
2027-2028	Assessment of Integrative Learning

Questions to consider

- What data are we collecting from GE courses?
- How are the outcomes shared?
- How do the outcomes inform curriculum improvement?

Thank you!



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EMMANUEL COLLEGE