

Heritage, Mission, Vision, and Values Curriculum Faculty Learning Communities

General Statement

Fact: Faculty were responsible for the development of the TCU Core Curriculum

Fact: Faculty oversaw the implementation of the TCU Core Curriculum

Hope: Faculty will be responsible for developing a review process to determine if our general education curriculum requirements are accomplishing the goals we set for them.

We wanted to devise a process to facilitate faculty “ownership” of the review process and an ongoing forum for sharing techniques, tools, and philosophy about teaching. Faculty Learning Communities (FLCs) seemed to us to be a means by which we could accomplish these goals. The FLCs will provide an opportunity for faculty to talk about teaching and learning in light of the learning outcomes in each category of the core. In the process of these discussions, faculty will have the opportunity to create the mechanisms through which we will examine if our general education curriculum requirements are accomplishing the goals we set for them. Hopefully, we will do so by providing evidence

- that students are given the opportunity to demonstrate that they are attaining the competencies and learning outcomes of the various core categories;
- of what students are doing to demonstrate that they are attaining the competencies and learning outcomes of the various core categories;
- that we are using the information to help faculty make curricular adjustments and for professional development.

We provide the opportunity to students via courses in which faculty indicate the types of assignments through which students will demonstrate that they have attained the specified objectives. The process of generating such courses has been underway for approximately 1.5 years. The next step in the process is for faculty teaching those courses to develop strategies whereby they can evaluate whether students are attaining the competencies and learning outcomes. Then these faculty have to determine strategies to help themselves use the evidence to make necessary curricular adjustments and for professional development.

As we pondered how to accomplish the latter two objectives, we felt that some method of involving faculty who are teaching the courses in the various categories needed to be developed. Our choice was to set up Faculty Learning Communities for each category of the HMOV Curriculum in which faculty could share teaching strategies and discuss possible evaluation techniques. We asked two faculty to serve as co-facilitators in each category, and we thank them very much for agreeing to the lead in this effort. It is our hope that these FLCs will serve as the means through which faculty will take responsibility for developing the mechanisms to determine if the HMOV curriculum is accomplishing the goals we anticipated.

Potential Topics and Expected Outcomes of FLCs

1. Discuss teaching and learning issues and share pedagogy.
2. Talk about the methods faculty are using in their classes to help students attain the specified learning outcome(s).
3. Help recruit new faculty and courses for the category.
4. Create parts of the review mechanism for the category.
5. Review data and discuss how to use the data in faculty development and curricular revision.

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