

Meeting the Mandate

Renewing the College and Departmental Curriculum

by William Toombs and William Tierney

Meeting The Mandate Renewing The College And Departmental Curriculum

Gloria Nemerowicz, Eugene Rossi



Meeting The Mandate Renewing The College And Departmental Curriculum:

Meeting the Mandate: Renewing the College and Departmental Curriculum William Toombs, William G.

Tierney, 1991-10-14 This monograph addresses the need for reshaping the college undergraduate curriculum in order to meet the new and compelling issues that have emerged from the criticism and analysis of the past decade. These issues are as follows: 1. how to accommodate diverse races and ethnic traditions and both genders; 2. how to incorporate global perspectives on the environment and exchange among nations; and 3. how to deal more effectively within the human dimensions of the educational equation. Discussed are five conditions for changing the curriculum. First, a firmer grasp is needed on what the curriculum is as an idea, what language can describe it, and at what levels it operates. The concept of design and a pragmatic terminology give an operational definition. Second, the flood of criticism, dissection, recommendation, and interpretation visited on the collegiate curriculum merits a careful review. Third, the need is continuous for modest self-analysis dealing with what the academic profession is and what its condition of practice should be. Fourth, because little is known about what the solutions might be, a longer perspective is needed. Finally, there is a need for wider understanding of the organization and its content. Together, it is noted, these factors can help higher education institutions to recognize the shape of change and the forces of culture within which it moves. Contains over 270 references. GLR *Shaping the College Curriculum* Lisa R.

Lattuca, Joan S. Stark, 2011-01-11 *Shaping the College Curriculum* focuses on curriculum development as an important decision-making process in colleges and universities. The authors define curriculum as an academic plan developed in a historical, social, and political context. They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs. By exploring the interaction of these elements in context, they use the academic plan model to clarify the processes of course and program planning, enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning. This revised edition continues to stress research-based educational practices. The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions. All chapters have been updated with recent research findings relevant to curriculum leadership, accreditation assessment, and the influence of academic fields, while two new chapters focus directly on learning research and its implications for instructional practice. A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements. Streamlined yet still comprehensive and detailed, this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning, designing, delivering, evaluating, and studying curricula in higher education. This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum, ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will. The book

brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University *Educational Leadership* Alexander W. Wiseman,2009-12-21 Various definitions of leadership have transformed the way that educators around the world think about teaching administration and policy over the years This title investigates the changing face of educational leadership from comparative and international perspectives Resources in Education ,2001 *Catalog of ERIC Clearinghouse Publications* ,1995 **Recent Department of Education Publications in ERIC** United States. Department of Education,1993 Recent Department of Education Publications in ERIC United States. Dept. of Education,1993 **Annual Conference Proceedings** American Society for Engineering Education. Conference,1993 *Resources in Education* ,1996 Narrative Impact Melanie C. Green,Jeffrey J. Strange,Timothy C. Brock,2003-01-30 This edited bk addresses theoretical applied questions regarding the ever more apparent role of narrative in both socials cognitive realms of experience It will benefit researchrs grad students in social cog psych communication applied psych Handbook of the Undergraduate Curriculum Jerry G. Gaff,James L. Ratcliff,1997 This volume offers a compAndium of the best ideas analyses and practices relating to the undergraduate curriculum as described by leading figures in the field It contains both conceptual and practical information on effective practices research management and assessment In thirty four original chapters top practitioners and scholars detail a range of philosophies frameworks program designs instructional strategies and assessment methods being used to strengthen and transform the curriculum They examine both the current state of knowledge and teaching in the disciplines and the forces that will reshape the curriculum in the coming years The Handbook of Undergraduate Curriculum will prove valuable both to practitioners as an operating manual or desk reference and to faculty as a primary text for graduate courses on the curriculum In addition the book will be a useful tool for those serving on a general education curriculum committee or conducting a departmental review of a major program as well as having numerous other practical applications for anyone with responsibility for or interest in the curriculum **Full-Time Leaders/Part-Time Learners** Joanne L. Erickson,2004-06-16 Presents a design for doctoral programs that recognizes the unique needs of the full time leader part time learner with multiple priorities of a demanding leadership position and the equally demanding expectations of a doctoral program Education for Leadership and Social Responsibility Gloria Nemerowicz,Eugene Rossi,2014-01-21 The editors of this text contend that there is a lack of leadership in existence for deciding global and national problems Colleges and universities are generally expected to produce

national political scientific and corporate leaders Most institutions maintain that their graduates are leaders yet few institutions explicitly address the issue of leadership and social responsibility in a systematic and comprehensive way Often academic approaches consist of unfocused courses of leadership looking at leadership styles and managerial decision making within a business context Basing their work on research the editors discuss what they consider to be an important programme for the development of leadership and social responsibility in schools and institutions of higher education

Teaching at Its Best Linda B. Nilson, 2010-04-20 Teaching at Its Best This third edition of the best selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques formats classroom activities and exercises all of which can be implemented immediately This thoroughly revised edition includes the newest portrait of the Millennial student current research from cognitive psychology a focus on outcomes maps the latest legal options on copyright issues and how to best use new technology including wikis blogs podcasts vodcasts and clickers Entirely new chapters include subjects such as matching teaching methods with learning outcomes inquiry guided learning and using visuals to teach and new sections address Felder and Silverman's Index of Learning Styles SCALE UP classrooms multiple true false test items and much more Praise for the Third Edition of Teaching at Its Best Everyone veterans as well as novices will profit from reading Teaching at Its Best for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size ability and motivation Wilbert McKeachie Department of Psychology University of Michigan and coauthor McKeachie's Teaching Tips This new edition of Dr Nilson's book with its completely updated material and several new topics is an even more powerful collection of ideas and tools than the last What a great resource especially for beginning teachers but also for us veterans L Dee Fink author Creating Significant Learning Experiences This third edition of Teaching at Its Best is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic New information on how we learn how students develop and innovations in instructional strategies complement the solid foundation established in the first two editions Marilla D Svinicki Department of Psychology The University of Texas Austin and coauthor McKeachie's Teaching Tips

Academic Departments Barbara E. Walvoord, 2000 A literature review the experiences of the authors and the results of the Project To Improve and Reward Teaching PIRT at the University of Cincinnati Ohio are used to derive suggestions for change in academic departments A qualitative study of change in eight PIRT departments has provided data to support the suggestions Assessing the pressures for change is a first step for practitioners who are planning change in an academic department Seeking the greatest possible understanding of how departments work and how departmental structures and cultures suggest avenues for change is a necessary second step Implementing change strategies adapted to the local situation must follow A final step is considering what the department should be Departments in the future must build on their own particular qualities structures and cultures to fulfill their crucial roles The chapters are 1 Introduction 2 Assessing the Pressures for Departmental Change 3

Examining Values in the Department 4 The Discipline and the Department 5 Departmental Relations with Central Administration 6 Departmental Organization Decision Making and Interaction 7 Departmental Leadership 8 Departmental Work Faculty Roles and Rewards and 8 Conclusions Departmental Change An appendix summarizes departmental characteristics and avenues for change Contains 1 table and 278 references SLD **Higher Education Review**, 1993

Implementing Sustainability in Higher Education Matthias Barth, 2014-10-17 In a time of unprecedented transformation as society seeks to build a more sustainable future education plays an increasingly central role in training key agents of change This book asks how we can equip students and scholars with the capabilities to promote sustainability and how the higher education curriculum can be changed to facilitate the paradigm shift needed Across the globe a rising number of higher education institutions and academics are responding to these questions by transforming their own teaching and learning and their institutions curricula This book contributes to that development by examining in depth case studies of innovative approaches and curriculum changes at multiple levels of the education sector Elaborating key principles of higher education for sustainable development and identifying drivers and barriers to implementing sustainability in the curriculum the book provides a comprehensive overview of what makes higher education for sustainable development a unique field of research and practice as well as offering a coherent narrative of how change can be effected in it This much needed book is a valuable resource to inform guide and inspire students academics administrators and community partners whether experienced or new to the field whether already committed or not to higher education for sustainable development in an age of transformation Problems and Prospects of Sustaining Democracy in Nigeria Bamidele A. Ojo, 2001 The past few years

have been very traumatic ones for many Nigerians With the exception of those in power or close to the seat of power the changes of 1998 were a welcome relief given the tyranny and repression that the country had suffered under General Abacha With many people in prison and more in exile the death of Abacha was received with a sigh of relief Many observers have seen the resilience that has come to signify the strength and potential of this once giant of Africa as well as the destruction and the socio political and economic decay of the past decades The Nigerian people have endured the exploitation of their rights due to the lack of democratic leadership and with this in mind they have been called to attention to fight for their country

Using Student Evaluations to Increase Classroom Effectiveness Pamela Flash, 1995 **The Department Chair** Alan T. Seagren, John W. Creswell, Daniel W. Wheeler, 1993-02-14 This monograph explores the changing role of the academic department chair in the areas of leadership influence and faculty development The paper uses research insights to explore the situation of an academic chair who is squeezed between the demands of upper administration and the expectations of faculty staff and students Studies of the roles and responsibilities of chairs consistently show that the role is ambiguous unclear in authority and difficult to classify as faculty or administrator The tradition of faculty ownership dictates that chair leadership must emphasize empowering activities The most effective use of political influence and power

understands the political forces and processes of the institution and maneuvers groups and coalitions to achieve the autonomy and control necessary to a strong department Faculty evaluation provides a chair with a powerful opportunity for developing quality In addition the chair must recognize how institutional type history and culture model of governance and discipline can influence what is expected In the coming years chairs will need a program of professional development on many fronts to acquire the skills to address the complex challenges they will face Contains over 200 references JB

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