



The New Lasallian Core Curriculum: Process and Challenges

CEAP 2014 Cluster II, Session 2: Developing the RGEC

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Outline

- Why a New Lasallian Core Curriculum (NLCC)?
- NLCC Design Process
- NLCC Goal and Principles
- Theology and the NLCC
- Challenges

Why a new core curriculum?

New Lasallian Core Curriculum (NLCC)

2011: New
DLSU Vision

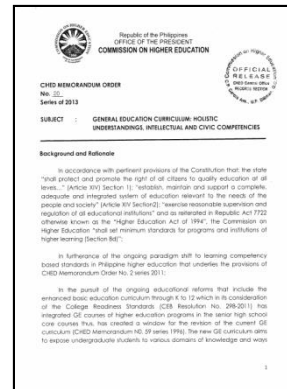
2013: CHED's
RGEC

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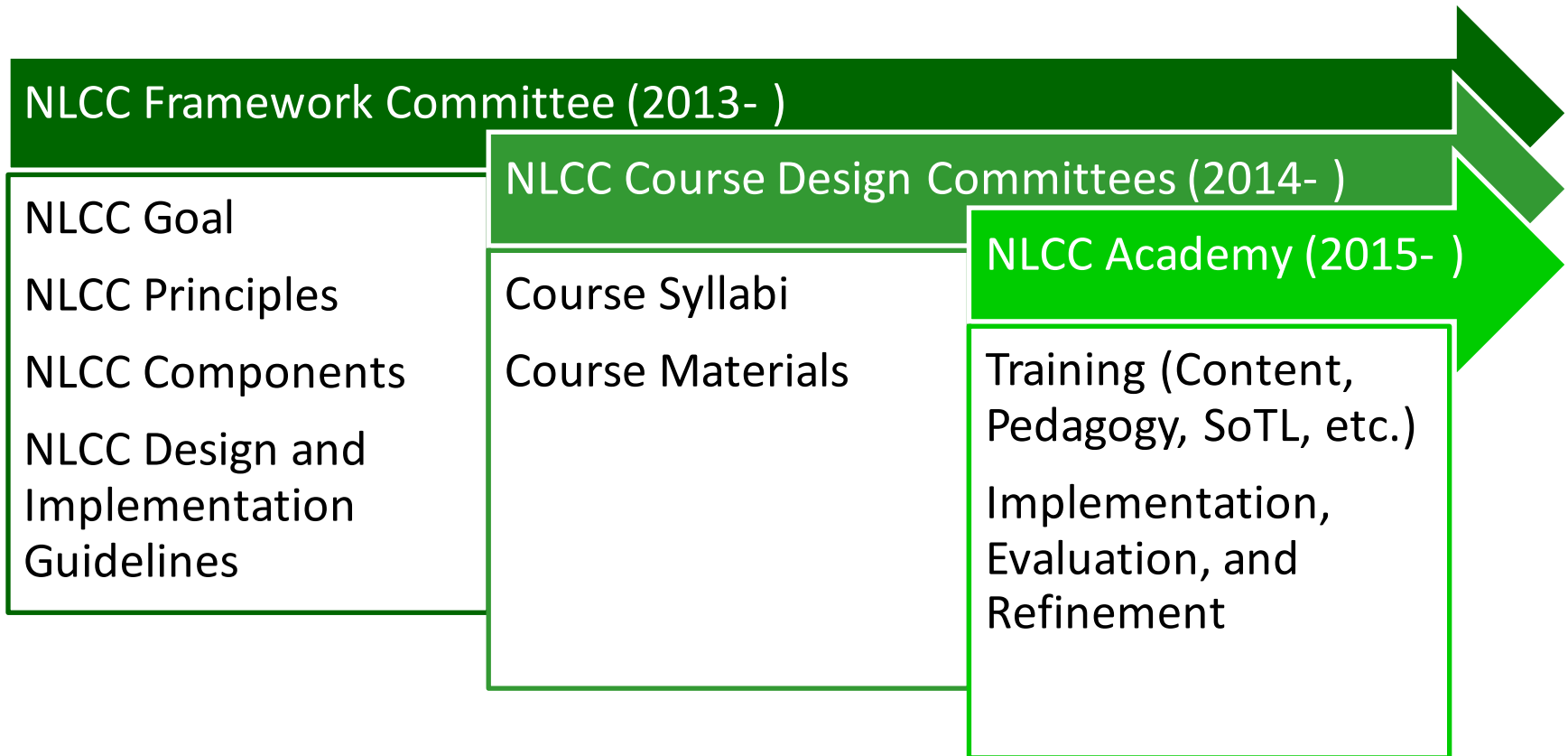
What are learner-centered pedagogies? Curricula? Environments? How do we bridge faith and scholarship?

...



How will the RGEC be designed and implemented? What courses need to be added to the RGEC?

NLCC Process



NLCC Goal

Develop in students
love for God, humanity, country, and the
environment,

and the virtues
and competencies

*Justice, Prudence,
Fortitude, Temperance,
and Integrity,
Faith, Hope, and
Charity*

CRITICAL AND CREATIVE THINKING
**EFFECTIVE COMMUNICATION AND
COLLABORATION**
REFLECTIVE LIFELONG LEARNING
SERVICE-DRIVEN CITIZENSHIP

needed to practice this love in the 21st century.



NLCC Principles

1. Liberal education

- Newman (1852) : Cultivation of the intellect
- Mulcahy (2010):

Newman's cultivation of the intellect

- + practical knowledge and education for action
- + emotional, moral, and spiritual formation
- + full recognition of the experience, capacities, and interests of the individual

NLCC Principles

2. Interdisciplinarity

(Rhoten, Boix-Mansilla, Chun, and Klein, 2006):

Interdisciplinary education is a model of curriculum instruction and design in which:

- Individual faculty or teams
- identify, evaluate, and **integrate**
- information, data, techniques, tools, perspectives, concepts, and/or theories
- from two or more disciplines

NLCC Principles

- to advance students' capacity to understand issues, address problems, appraise explanations, and create new approaches and solutions
- that extend beyond the scope of a single discipline or area of instruction.

NLCC Principles

3. Lasallianness

- The NLCC will be imbued with a spirit of faith and zeal.
- The NLCC will provide all students with the original context of these Lasallian values, i.e., the life and thought of St. John Baptist de la Salle, Patron Saint of Teachers.

NLCC Components

1. RGEC, designed in such a way as to achieve the NLCC goal
2. Additional courses needed to achieve the NLCC goal

Theology and the NLCC

NLCC Components

1. RGEC, designed in such a way as to achieve the NLCC goal
2. Additional courses needed to achieve the NLCC goal

Theology is involved in the design of every single NLCC course.

There are two theology courses in the NLCC: *A Faith Worth Believing*, and *Following Jesus in the Gospels*.

Challenges

1. God throughout the curriculum
2. Disciplinarity
3. Interdisciplinary teams
4. Alignment
5. Implementation

Challenge 1: God throughout the NLCC

- The perception that the curriculum will be used to indoctrinate (i.e., to force students to accept a set of beliefs uncritically)
- The misconception that faith and reason (or critical thinking) cannot mix
- The readiness of the theology faculty and those from other disciplines to engage in dialogue

Challenge 2: Disciplinarity

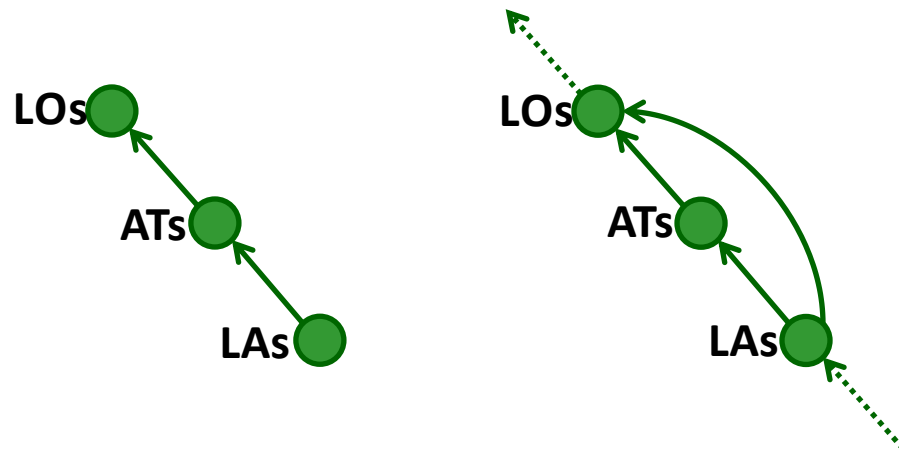
- The tendency of academic departments to want to have their own course in the core curriculum
- The tendency of a discipline to believe in the superiority of a monodisciplinary approach (over an interdisciplinary approach) to curriculum design

Challenge 3: Interdisciplinarity Teams

- The difficulty of understanding and appreciating the views and methods of a different discipline
- The difficulty of finding time to meet regularly

Challenge 4: Alignment

- Linear alignment is good, but full alignment might be better...



but full alignment is time-consuming.

Challenge 5: Implementation

- While designing the NLCC is hard, implementing the design will be HARDER.
 - Research and training will be needed in:
 - Interdisciplinary education (including interdisciplinary assessment)
 - Effective faith integration (e.g., Augustinian synthesis, Thomistic synthesis)
 - Effective scholarship of teaching and learning
 - Curricular and pedagogical evaluation and refinement will need to be continuous.



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