Who Did We Think We Were?
Radical Higher Education
and the
NeoLiberal Imperative
Ann Withorn

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Who We Were-- History. Institution, People, Context, Pressures, Race, Politics. Timeline, the Political and Insitutional Context. Three Shifting Struggles: 1) 1972 - 1982 beginnings, debating defining and building ourselves, numbers of students

staff etc; 2) 1982 -1992 merging and living up to our plans within an expanding "community,"; 3) August 1992 - August 2007 moving, losing, winning and facing the traditional within and without. Saving the Worst Until Last. What "facts" tell what story?

What We Did - Our Radical Practice. Examples of our practice: teaching methods, content, student as curriculum, role of writing, democracy, "career" and community education, time, competency based, "evaluation" vs grading, experiential learning, prior learning, necessity for flexibilty. How all of it became more difficult as the world and we changed. Use syllabi, pictures, etc

The Neoliberal Imperative as the final winning version of the long standing opposition to radical practice: counter-argument here to render CPCS "redundant." dated, non-evidence based, non-standardized, What normalization looks like and the relief of accepting it. How it worked world wide. :

WHO DID WE THINK WE WERE?

Experiential Learning What we could have done , Why Didn't and What to do different Next Tme

WHO DID WE THINK WE WERE

Who We Thought We Were - Radical Precedents -- **A long quest.**
Progressive Education Dewey, Labor Education, Adult Education, William James, Bertha Reynolds, content, method, relationships, community, class, race, The Sixties Culmination, globalization vs a universe of variety. Opposition to it all: the canon. My chart and explanation of my Working Definition of Radical Practice. Varieties among us over time.

ORIGINAL/NORMALIZED CPCS

CPCS model	Normalized CPCS
Faculty could be from a wide range of professional and academic backgrounds. Non traditional learning settings are encouraged and need no prior approval.	Faculty may be from a wide range of professional and academic backgrounds, but course requirements will be more standardized and any alternative sites or methods will have to be submitted along with course outline and bibliography for governance approval.
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Many staff (who are often CPCS graduates} play major roles in advising and helping students plan and demonstrate competencies. Some have approval for evaluating student's experiential work as well.	Fewer staff play major roles in advising and helping students plan and demonstrate competencies. Few will be normally approved for evaluating student's work.

Governance and constitution recognized staff and student roles in many policy areas. Faculty maintained primary academic responsibility for curriculum. CPCS assumed all rights and duties for a freestanding	Governance and constitution recognized are focused on faculty roles.
Instruction and evaluation in Writing and Quantitative Reasoning were widespread across the College (ended in 2006)	There is one required writing course, probably aimed at outcome portfolio preparation

CPCS "model" 1973 - 2009
New, "normalized" CPCS from 2010 on
Curriculum consists of approved, credited "competencies" containing criteria that can be demonstrated in a range of academic and non-academic settings, through independent or class work. Evaluation is narrative, with no standardized grading. Students may demonstrate several competencies in one course or other learning experience.
College will only accept students with 60 credits of prior college work, completed elsewhere or at UMB, to an "upper division" college offering credited courses in four pre- professional undergraduate majors.
Plans are being pursued for a range of graduate programs and research units relevant to public and community service
Curriculum consists of approved courses in four majors, some minors along with some additional courses required for all CPCS students and open to other UMB students. Evaluation is done by traditional grades in each course, earning 3 credits per course. Only rare independent study credits maybe earned, and must be graded.
Some courses may be pass/fail.
Any student of any age with 60 credits may enter if they can explain their interest in CPCS majors.
Faculty may try to recruit adults be cannot say we are an adult college.
Students may make individualized plans for completing the degree, with no time restraints on either end of the spectrum -- because we recognize the complexity of adult lives.
students will be expected to make appropriate, standardized academic progress, and may be unable to continue if a GPA is too low.
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OVERVIEW OF CPCS