

# The University of Nebraska at Kearney

## CORE CURRICULUM

### ***Preamble:***

There are many laudable goals for an education. The bad news is that no program can focus on all of them; the good news is that, starting with almost any one of them, a good curriculum will eventually address them all. Focus, however, is important since we know that understanding the focus and intent of a program of study is a key factor in students learning what is taught in the component parts. One criticism of our current program is that it lacks such focus, and student outcomes are affected negatively by our failure to communicate to students the aim of the program and what role each of its parts plays.

Addressing the various logistical problems raised by any curriculum was not our charge; rather, we were charged to set aside territorial issues and arrive at the best possible program for students. We believe that, as far as was within our abilities, we have done so.

The program will call on all of us for change, but that change we believe will be borne equally and equitably by all constituents of the university's academic program. While the nature of individual faculty work loads and the manner in which departments garner their FTEs will be affected, we believe that, with creative adjustments, most departments and programs will find their overall position and faculty strength unaffected by the changes in the long run.

The General Studies Roundtable Phase II is presenting a "liberal studies" program. This description suggests a focused as opposed to an unfocused or "general" set of studies. The curriculum being presented is "liberal" in that it is gathered around the concept of a "curriculum for educated citizenship in a free, equitable, and just society."

We intend this idea to encompass both academic citizenship during the years of the college experience and future citizenship both in professional/career roles (largely the domain of students majors), in personal lives and the values which constitute them, in enlightened contributions to our society, and in life-long learning. This intellectual foundation of the modern citizen should also include a constant awareness of issues relating to diverse cultures and global developments. The program will seek to develop an appreciation for diversity as well as an understanding of the challenges of global citizenship. In the end, we intend by this concept an affirmation of the key concepts of a democracy (that is freedom, equality, and justice) and their contribution to a progressive and peaceful world.

## **Philosophy:**

Universities are in the business of creating intellectual capital, five aspects of which should be briefly noted.

- The capital we provide must, of necessity, be **selective**.

There is a vast store of knowledge from our past, not all of which is equally valuable, the total of which could not reasonably be presented. Moreover, knowledge is increasing at a rapid rate. The proper conclusion from that is not, we believe, to suggest that just anything one learns is suitable providing one is learning something. Rather, it is our responsibility to select the most valuable knowledge to convey. Fortunately, there is some broad consensus on of what that selected knowledge should consist.

- There ought to be **equality** of access to that capital.

Students come to us with great discrepancies in their previous educations, their income levels, and their personal and collective backgrounds. Ideally, we ought to honor their heritages and at the same time seek to provide a common core of knowledge, one that would balance the further diversity of their eventual academic emphases in their majors. The truth is that intellectual capital is directly related to affluence and upward mobility, and we have an intellectual responsibility to “share the wealth.”

- Intellectual capital is at the heart of the creation of a **community** out of our diversity.

Jefferson, Horace Mann, and John Dewey may have held diverse views of educational processes, but they were similar in their belief that a public literacy was vital to the development of a shared culture. Citizenship is the participation in the common good, and understanding of the common good is, we believe, an inescapable aim of a sound liberal studies program.

- **The idea of a university** is a crucial part of the intellectual capital we provide.

It is not enough that students master facts and fields of knowledge. They should also gain an understanding of what a university is about, why universities exist, why the knowledge they create and disseminate is important to individuals and societies, and why it is in citizen’s interest to maintain and promote universities. While universities differ widely in many of their aspects, common core skills are necessary in all of them for mastering academic subjects and common modes or methods of knowing are at the heart of each of them. We have an obligation to share with students the idea and justification for what we do as an academy of advanced learning.

- Intellectual capital should encompass the **major ways our minds engage the world**.

The academic taxonomy (humanities, sciences, etc) is addressed in our proposed program, but more importantly we should recall that this taxonomy addresses the major areas attracting human curiosity and investigation: knowing oneself, knowing how groups and communities function, understanding institutions and how they evolve, investigating the natural world in its several aspects, and grasping the “built” world and the several senses in which it is “constructed.”

For all the virtues of an eclectic program (sometimes called the “cafeteria”), it ultimately fails to address sufficiently (or at all) these five aspects; we believe the program we propose will address these aspects and do so in balance with disciplinary study.

## **Overview:**

Each element of the proposed program has both a preamble of explanation and an appendix with further overviews and objectives as well as sample courses. The courses are meant to be suggestive only, and it is our intent that responsibility for the delivery of the courses be shared by all those whose professional areas or professional practice lends itself to delivering a particular course. Obviously, in many areas, one department will enjoy a certain “pride of place” for both academic and practical reasons. No course, however, is the “domain” of a single department. The course nomenclature is a technical means of assuring the widest possible participation in course delivery.

The program is comprised of Fundamentals (12), Historical Sources (3), Portal (3), Modes of Inquiry (12), Disciplinary Focus (13), and Capstone (2). The portal introduces what the modes develop, which in turn is applied in the capstone.

To arrive at this proposed program, we have not relied on any one model of the many we studied. Rather we have attempted to take the best features of those that seemed to have the closest application to the shape of our institution and the nature of our mission. We were mindful in doing so of the claims made for various reforms by institutions whose reforms already have a track record, and we attended closely to the learning outcomes that were the consensus of Phase I of the Roundtable. These outcomes, as well, were drawn with attention to the models available. The Phase I outcome statement is available in the Appendix.

We were guided in our study by *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. National Panel Report AACU. We felt moved by their “Call to Action” (reprinted as an appendix to this proposal) and convinced by the section of the report on why “Distribution Requirements are not Enough.” The appendix to the AACU report and the AACU website cite the experience of fifty-some colleges and universities: Asbury, Assumption, Auburn, Boston U., Calvin, Christendom, CIT, Claremont McKenna, College of Charleston, Columbia, Eastern New Mexico, Fairleigh Dickinson, Gonzaga, Grand Valley, Grove City College, Gustavus Adolphus, Hampden-Sydney, Indiana State, Kalamazoo, Mary Washington, Miami U. of Ohio, Michigan State, Millikin, Millsaps, Morehouse, Notre Dame, Oglethorpe, Olivet, Pepperdine, Portland State, Providence, Rhodes, St. Anselm, St. John’s, St. Joseph’s, St. Mary’s, St. Olaf, St. Vincent, Sewanee, Syracuse, Thomas Aquinas, Thomas More, Trinity, UCLA, U Charleston, U. Chicago, U. Dallas, U. Delaware, U. North Carolina at Asheville, U. San Francisco, USC, Wagner, Washington State, and Yale. In a word, we sorted through “The exciting innovations . . . already flourishing on many campuses” that “attest to the academy’s potential to” answer the call for liberal studies reform. From these, we believe we have managed to draw a consistent program for UNK.

# Core Curriculum

45 hrs

## I. Fundamentals 12 hours

- We regard the core as providing the basic skills for Academic Citizenship, exposing students to the fundamentals that put their future studies and lives on a sound physical and mental footing.
- Students may test out of any of the following, choosing a more advanced course of a similar nature from a list provided.
- Honors sections should be made available.
- It is expected that students will take these courses in their first two semesters on campus.
- They are, as departments determine, prerequisite to most other course work.
- No existing course, as it now stands, will fill these requirements.
- Again, we do not intend in the course titles to imply any departmental ownership.

### CCF 101: Wellness

3 hours (2, ½, ½)

See Appendix A

- This course combines the treatment of the five areas of wellness with half-hour segments of activity
- The list of activities will be expanded from current standards (golf, tennis) to add others (trekking, climbing, Zen meditation, etc) in which student surveys have shown an interest. Some will be actual “activities” while “others” will be mental exercises
- Students, depending on the physical capacity, will choose one “activity” and one “other”.

### CCF 102: Writing

3 hours

See Appendix B

- This is a course in thematic writing over substantial texts and other materials
- It is meant to be taught at the current level of ENG 102.
- It is a text-based (including but not limited to literary, artistic, critical and analytic sources) course.
- It covers style, voice, structure, and research.

**CCF 103: Math for the Educated Person**                      **3 hours**  
See Appendix C

- As the title implies, this course offers what the educated person needs to know (about numbers, statistics, graphs, and the evaluation of the information they convey) in order to make intelligently based choices.
- Members of the Math Department will design the course.

**CCF 104: Communications**                                              **3 hours**  
See Appendix D.

- Covers the “rhetoric” of argument and persuasion, from the point of view of both the producer of discourse and the consumer of it, in their cultural contexts.

**II. Historical Sources    3 hours**

**CCH 200: Historical Sources**                                              **3 hours**  
See Appendix E

- This course promotes access and understanding to the history of cultures and civilizations by encouraging critical thinking via a chronological framework.
- Courses here will draw on the historical discipline, but rely on study of ideas as much as events.
- Each course will be text-based, expecting that students will analyze significant texts that will include multiple perspectives.
- Students will be introduced to schools of interpretation and competing methodologies.
- Although focused on history, offerings may include other disciplines, as determined by the General Studies Council.

### III. The Portal Course **3 hours**

#### **CCP 114: Engaging Intellect**

**3 hours**

See Appendix F

- Students come to universities not only to learn but to learn how to learn. Shaped by countless factors of which they are as yet mostly unaware, learning how to learn is the first step in developing the skills of critical thinking, that is, thinking for themselves.
- In studying the first year experience of college students, researchers have clearly established the existence of a transition between high school and college. In our own student careers, we likely experienced the transition except as unstated obstacle that we were left to our devices to conquer. Then and now, to succeed at the university critical thinking replaced regurgitation. The truly successful were and are less likely to ask “what will be on the test” and accept the challenge of engaging texts as doorway to knowing. By directly passing on the academic values endemic in our culture and the academic skills that are possessed by the liberally educated, we should enhance the education of our students.
- Arriving at UNK they, for the most part, have difficulty reading a literate text\* of any variety; they therefore need to learn how to identify a text’s point of view, see how it develops an argument, and understand the kinds of support the argument depends on. This is not best done by extensive reading lists, but by frequently reading a text with someone who has already discovered in the text something of value (or has sufficient experience with texts to read with them something new).
- They arrive, sometimes knowing little, but believing knowledge is what others tell you. They need to know how knowledge is created, where and how we find out what we don’t already know. This is not best done by the standard freshman “research paper” (often both pointless and plagiarized), but by frequently being exposed to what constitutes research within a field of inquiry and how libraries, online references, laboratories, and field work make that research possible.
- Difficult as it is to say, many if not most of our students come from environments either ignorant of or hostile to intellectual endeavor. It is a delicate balance to affirm their own origins and yet assist them to establish an identity for themselves as students, separating them from that ignorance and hostility.
- A “liberal studies” curriculum exists for (indeed takes its name from) the purpose of effecting that separation and assisting students to develop independent intellects. Studies indicate that this curriculum (indeed any curriculum) works best when students are aware of its purpose and are helped to see what they will be doing before they do it (as well as helped then to apply what they’ve done). The portal course is our opportunity to apprise students of the purpose and methods of the program, to begin putting the burden of learning on the students themselves, and to introduce them to the principal modes of creating knowledge known in the academy by becoming practitioners of those modes.
- A portal (or cornerstone) course will serve multiple purposes while enhancing the intellectual lives of students. The portal demarcates the world of secondary education from which the student is leaving. A new set of expectations are required. There are fewer right and wrong answers. An interpretation of texts and events are contrasted through engaged discourse within a discipline, rather than

by the narrow personal opinion from one's limited life experience. Regurgitation is replaced by thought contemplation. Old simple answers become complex, sophisticated questions. A prism replaces a myopic view of events. Ultimately, each student will need to replace what they have been told is right, to a defense of what she or he believes is right.

- Upon entering the portal students need to acquire the academic values that motivate the thirst for knowledge and the academic skills that will facilitate the pursuit of knowledge. Through explicit discussion and reflection students can understand the academic culture and the value of a liberal arts education. Through active learning students can master the basic skills that they hone during the rest of their careers.
- Finally the portal open students to the exciting challenges they face as students and as lifelong learners. A portal course, then, will:
  - A. provide the opportunity to read (view, investigate) a substantial text together with a mentor;
  - B. engage the students in actively employing the appropriate mode of research;
  - C. help students discover the role played in the real world by the particular mode of inquiry under study.

#### **IV. Modes of Inquiry    12 hours**

- The sequence begins with the portal course, which is to prepare students for addressing the kinds of knowledge and challenges that the modes of inquiry courses will explore.
- The four modes mirror the Jefferson library/Library of Congress categories of knowledge
- Students will follow up their engagement of modes of inquiry with a capstone experience integrating modes of inquiry around a topic, issue, theme or problem
- 13 hours of disciplinary focus also follow the modes courses.
- Note that all fields within category must be touched upon within course.

**CCM 200: Modes of Inquiry: Natural Sciences**                      **3 hrs.**

See Appendix G

**CCM 202: Modes of Inquiry: Social Sciences**                      **3 hrs.**

See Appendix H

**CCM 204: Modes of Inquiry: Humanities**                      **3 hrs.**

See Appendix I

**CCM 206: Modes of Inquiry: The Arts**                      **3 hrs.**

See Appendix J

- We see these courses as establishing for students the various foundations of knowledge or modes of knowing represented in the university and showing the relationships of one to another. They also introduce student to issues and the kinds of responses citizens can make to them that have intellectual integrity.

- *At the outset, and until institutions that feed students to UNK can develop parallel courses (articulations), no transfer credits may be applied to this requirement.*
- Each of the courses in the Foundations of Knowledge category would focus on three aspects: the role the mode of inquiry plays in society, how knowledge is created by the mode of inquiry, and the crucial issues confronting individuals and society that pertain to the mode of inquiry. Challenges to the mode's method, philosophy, and product will be addressed. *To take only one area as an example, questions addressed could be, for example: What is DNA? What is the Human Genome Project? What is an embryonic stem cell? How many joules of energy can be extracted from an acre of corn and at what cost?*
- These courses focus on the ways we think and act, especially in a democratic polity, and students will engage in discussion of the roles people play in such a polity, as well as using a variety of sources to explore the type of thinking that characterizes particular branches of knowledge. The aim is for students to come to grips with arguments related to the construction of knowledge, criticism, and contemplation and how these contribute to essential (ontological) meaning. The courses in this category will ask: how might educated citizens best address challenges to individuals and society in the pursuit of freedom and justice?
- The courses are text-based, with the expectations that students will grapple with a substantial text that calls on the student for analysis; introduces students to aspects of the forces, conditions, and questions with which responsible citizens and communities contend; and makes students aware of moral issues. Students will be introduced to schools of interpretation and competing methodologies.
- Faculty will be drawn from all those whose own academic work (graduate training, subsequent recognition, or applied methodology) falls within the mode of inquiry. These courses would be taught by a single teacher. Some combination of summer workshops, ongoing roundtables, and brownbag discussions will be required to assist teachers to expand their understanding of the mode as it occurs outside their principal discipline.
- By "Perspectives" (in the descriptions below) we intend a broadening of sources for courses beyond departments and programs. Under concepts such as "Commerce," "Theory Building," and "Predictability" (just three examples from others that present themselves: Reasoning and Critical Thinking, Creativity, and Observation) there could be gathered perspectives from, respectively, Marketing/Economics/Accounting, or Geography/Political Science/Consumer Science, or Business/Statistics/Computer Science.

## **V. Disciplinary Exploration 13 hours**

(See current disciplinary listings for GS in the catalogue)

- Students will choose four courses; one from each Modes category [with a lab required in the natural sciences].
- Choices within this distribution should be discussed with the advisor and must conform to departmental/college guidelines.
- We anticipate these courses to be drawn from currently existing courses.
- *Students may transfer credits in these areas from previous colleges as covered by articulation agreements or accepted protocols as described by GSC.*

## **VI. Capstone      2 hours**

### **CCC 400 Applying Intellect**

**2 hrs.**

See Appendix K

- Courses or projects within the capstone will draw on at least 3-4 disciplines from 2-3 modes of inquiry to address a topic, engage students in solving a problem, or contextualizing field work.
- The capstone is premised on students having taken the earlier “portal” course, their “modes of inquiry” courses, and their coursework in the disciplines.
- The course project will integrate the elements learned in that experience, will include a writing component, and may take the form of a practicum or involve service-learning.
- Emphases may be on critical thinking, problem solving, and/or addressing contemporary challenges. In designing projects/courses of study for the capstone, attention should be given to the student’s major interest, the ethical and moral dimensions of the topic(s), and the appropriate theoretical frameworks necessary for making meaning out of the relevant data, information, experiences, and phenomena.

## ***Epilogue:***

It is the intent of the Phase II General Studies Round-table to propose a program of study that, pursued by faculty and students with diligence and creativity, will:

- Prepare students with the willingness and ability to act as educated citizens and life-long learners;
- Focus on the goal of contributing to and preserving a free and just society;
- Integrate knowledge and provide students with a rationale for their acquisition of knowledge;
- Fulfill the learning objectives outlined in Phase I;
- Constitute a unique curriculum for our university;
- Recognize students as persons and citizens, living in a global world, with lives and concerns beyond those addressed in their career education.

To these ends, by drawing on currently existing courses and through the development of new courses, we have proposed a program that, from its titles to its content, provides students with:

- ❖ The personal and academic skills necessary for university study;
- ❖ The opportunity to see how knowledge is created and applied;
- ❖ The means to address the persistent and perennial questions of life as individuals and communities;
- ❖ Experience of the disciplines of Arts and Science (broadly defined);
- ❖ Awareness of global perspectives and traditions;
- ❖ Respect for cultural diversity, including contributions of underrepresented groups to American society. (Cultural diversity is meant to refer to groups that have been historically underrepresented in society and academia.)
- ❖ Appreciation for the various ways we keep record of, analyze, and represent the human experience.
- ❖ Practice in the fundamental skills of reading, writing, listening, and speaking at a level required for a university degree and for living responsibly as educated citizens.

To the extent possible, we see this curriculum as text-based, interdisciplinary (not non-disciplinary), and rigorous. Its aim is not to repeat secondary-school work and not to be simply a smorgasbord of course-work. At the same time, we intend to open these fields of study to faculty and departments based not on departmental ownership but on academic credentials and interests. Where appropriate, departments will be encouraged to develop assessable curricular materials in the various categories (core, portal, capstone, etc.) that meet that area's specific requirements while also addressing issues relating to cultural diversity and global awareness. In developing and providing such courses, instructors will be expected to include materials and assignments presented in the voice and outlook of the underrepresented group. The General Studies Council will seek to include in the entire program appropriate courses that include a cultural diversity component (as well as a global outlook).

Faculty members in subject areas as diverse as anthropology and consumer science, finance and administration should study the program seeking opportunities to develop and offer courses

that meet the objectives set forth. The program gives our students a common core while at the same time allowing them areas of choice.

## **Appendices**

- A. Wellness Course and Justification
- B. Writing
- C. Math for the Educated Person
- D. Communications
- E. Historical Sources
- F. Portal Course
- G. MI: Perspectives in the Natural Sciences
- H. MI: Perspectives in the Social Sciences
- I. MI: Perspectives in the Humanities
- J. MI: Perspectives in the Arts
- K. Capstone Course
- L. Phase I Outcome Statement
- M. AACU Call to Action
- N. Participants in Roundtable Phase I
- O. Participants in Roundtable Phase II
- P. Additional Recommendations

## Wellness

(Classroom course; 2 credits)

### **Overview:**

Wellness refers generally to the state of being free from physical illness or a diagnosed disease, but also includes the incorporation of behaviors and values that prolong and enhance the state of being healthy, and by extension, the lifespan itself. Feelings of stress and overall lack of health can be related to dissonance between one's beliefs and actions, lack of necessary social connections, or financial difficulties. Furthermore, the increasing incidence of obesity, diabetes, heart disease, and other lifestyle related illnesses amongst our society indicates a considerable need for educated members of society to have the tools necessary to enhance their wellness.

### **Course Goals:**

The purpose of the wellness course is to help students understand what it means to be well (based upon the definition of wellness above) and provide information on obtaining and maintaining health in the 7 components of wellness not just on an individual level, but for society as a whole. (General Studies Outcomes A3, E1, E2, F1)

### **Course Objectives:**

Educating the students on how to obtain and maintain wellness will be accomplished through the use of classical and current examples of the definitions and measurements of wellness, as well as through inquiry based learning. The students will also learn the basis for behavior change in order to adopt a healthy lifestyle. Common misconceptions will be corrected. In particular, the course will emphasize. The following key areas will be covered

- Physical Wellness (Outcome E1, E2, F1)
- Intellectual Wellness (Outcome A3, E1, E2, F1)
- Social Wellness (Outcome A3, E1, E2, F1)
- Financial Wellness (Outcome E1, E2, F1)
- Emotional Wellness (Outcome E1, E2, F1)
- Spiritual Wellness (Outcome E1, E2, F1)
- Environmental Wellness (Outcome E1, E2, F1)

### **Course Description:**

**Wellness.** Wellness will provide the students with the knowledge, skills, and behaviors which promote well being in the areas of social, emotional, spiritual, intellectual, physical, and environmental health through the use of examples of wellness from current issues, scientific research, and through individual inquiry. One 2-credit hour seminar plus 2 half-credit academic and/or physical activity courses (Must take at least 1 physical activity course). This type of offering has its roots in the classical definition of an educated person.

## **Course Example:**

### **Course Topics**

- Physical Wellness (Outcome E1, E2, F1)
  - Physical wellness involves respecting your body's own uniqueness and diversity, and engaging in practices that move you towards a higher level of health. Optimal physical well-being includes connecting with your physical self and avoiding harmful habits, while remaining focused on the balance of body-mind-spirit.
  - The need for regular physical activity will be emphasized and what types of physical activity can be used to enhance wellness will be discussed (particularly lifelong physical activity) along with the need for healthy eating habits
  - The need to avoid unhealthy lifestyle choices, such as smoking, excessive alcohol consumption, or the use of illegal drugs.
    - Sample Learning Exercise: Each student will use the resources available on [www.mypyramid.gov](http://www.mypyramid.gov) develop an individual healthy eating and physical activity plan that students will follow
- Intellectual Wellness (Outcome A3, E1, E2, F1)
  - Intellectual wellness is the utilization of human resources and learning resources to expand knowledge and improve skills. Intellectual wellness refers to active participation in scholastic, cultural, and community activities. Intellectual wellness is more than being “smart” or being a “good student.” Intellectual wellness is the application of the mind to experience growth and development.
  - Students will learn what it means to be a “lifelong learner”
    - Sample Learning Exercise: Classroom exercises will help the students to develop good study and time management skills, Learn to trust their ability to make good decisions, Challenge themselves to see more than one side of an issue, Recognize and value learning as a life-long process, Be a creative and resourceful person, and think critically about issues
- Social Wellness (Outcome A3, E1, E2, F1)
  - Social wellness means being aware of, participating in, and feeling connected to your community. Social well-being is enhanced by establishing supportive social networks through meaningful relationships with family, friends, colleagues and other significant individuals.
  - The need for an effective and healthy social support system, including family and friends
  - The role of wellness in social policy (e.g. why it is important for society to treat those in the prison or welfare systems for communicable diseases; why it is the role of government to advocate health)
  - The effects of wellness (or lack thereof) on society
    - Sample Learning Exercise: Students will develop a “Relationship Map” in which they identify important social connections at school, work, home/family, church, healthcare, and other areas of society

## Appendix A: Core Wellness Course and Justification

- Financial Wellness (Outcome E1, E2, F1)
  - People who experience financial wellness have a comfortable relationship with their money, understand the importance of living within their means, and strive to effectively manage their finances.
  - Financial wellness is associated with enhanced physical, intellectual, social, and emotional and wellness.
  - The use of credit cards, student loans, and home equity loans make it very possible to live beyond ones means, but do not reflect positive personal financial management.
    - Sample Learning Exercise: Students will develop a budget that meets their needs and is within their means for their current financial situation and a budget based upon a realistic anticipated future income.
- Emotional Wellness (Outcome E1, E2, F1)
  - Emotional wellness means being aware of the need to properly feel, understand, and express emotions, as well as recognizing when emotions may be healthy or unhealthy.
  - Healthy and unhealthy expressions of emotion
  - How to identify and assist those who may be experiencing poor emotional wellness, whether it be for self or others
    - Sample Learning Exercise: Students will develop a plan for recognizing anger, the short and long term causes of anger, and how to manage anger
- Spiritual Wellness (Outcome E1, E2, F1)
  - Spiritual wellness refers to integrating our beliefs and values with our actions. A sense of purpose, direction, and awareness are important. The capacities for love, forgiveness, compassion, joy and peace are hallmarks of a spiritual wellness. To be spiritually well is to be in harmony with oneself and others.
  - No particular religious doctrine or system of religious practice will be advocated. However, those who have a belief system that answers questions such as “where did I come from” and “what is the purpose of life” experience greater wellness
  - Those whose actions are not in line with their beliefs experience poor wellness due to dissonance, and strategies to help bring actions and beliefs into agreement will be provided.
    - Sample Learning Exercise: Students will discuss and develop life philosophies, the need for empathy with their fellow citizen, and be able to explain why they believe what they believe
- Environmental Wellness (Outcome E1, E2, F1)
  - Environmental well-being includes trying to live in harmony with the earth by understanding the impact of your interaction with nature and your personal environment, and taking action to protect the world around you
  - The need to live in an environment that is conducive to health and enables a person to practice healthy behaviors is essential
  - How to recognize a healthy or unhealthy environment based on pollution or other environmental factors.
    - Sample Learning Exercise: Students will develop a system for evaluating their environment in terms of how it influences their overall wellness.

## Appendix A: Core Wellness Course and Justification

Text: Teague ML, Mackenzie SLC, Rosenthal DM, Your Health Today: Choices in a Changing Society, (1<sup>st</sup> ed). Hightstown: McGraw Hill, 2007.

### Supplemental Sources of Course Material (Outcome A3)

- “Super Size Me” (movie)
  - In 2002, director Morgan Spurlock subjected himself to a diet based only in McDonald's fast food three times a day for thirty days and without working out. His objective was to prove why most of the Americans are so fat, with many cases of obesity. He began the shootings submitting himself to a complete check-up with three doctors, and along the weeks, he compared his weight and results of exams, coming through a scary conclusion.
- “And the Band Played On” (movie)
  - Story of the discovery of the AIDS virus. From the early days in 1978 when numerous San Francisco gays began dying from unknown causes, to the identification of the HIV virus
- Various position papers and information sheets from the Centers for Disease Control and Prevention
  - <http://www.cdc.gov/>
    - Preventing Chronic Disease
    - Youth Risk Behavior
    - Health-Related Quality of Life
    - CDC Public Health Law News

## Wellness - Archery

(Activity Course ½ credit)

This course is an activity based/hands-on course, in which students will develop and practice practical skills that enhance wellness.

### **Overview:**

This course is designed as an overview of the techniques and skills necessary to participate in the sport of archery. As such, it is not expected that students will become expert archers. However, students are expected to have a knowledge of the fundamentals of techniques and safety essential to teaching others archery.

### **Course Goals:**

Students will learn the fundamentals of archery; the parts of a bow and of an arrow, how to properly nock and arrow, draw a bow, aim, and release. Students will also learn about archery as a sport and a hobby. (General Studies Outcomes E1)

### **Course Description:**

**Archery.** Archery is an activity that be used for competition, recreation, and hunting. Students will learn and practice the fundamental skills of archery.

### **Course Example:**

Tues. Sept 28	Intro/video	Thurs. Sept.30	Initial archery experience
Tues. Oct 5	Archery	Thurs. Oct. 7	Archery
Tues. Oct 12	Archery	Thurs. Oct 14	Archery
Tues. Oct 19	Archery	Thurs. Oct 21	Archery
Tues. Oct 26	Skills test	Thurs. Oct 28	Written exam

## Wellness in the revised General Studies Curriculum

Based upon the conclusions from General Studies Roundtable Phase 1, how this course meets the goals of the General Studies Phase 1 Outcomes

*...development of students' skills that transfer across all disciplines...*

- A. Students should be able to communicate effectively by:
- participating in fruitful intellectual dialogue and working cooperatively on issues of personal and public importance

*.. experience personal growth. . .*

- E. Students will be able to:
- recognize and apply the knowledge, skills and behaviors which promote physical and emotional well being
  - integrate their knowledge in ways that will deepen their understanding of issues of personal and social importance

*... enhances their ability to be lifelong learners, and ethical and responsible citizens. . .*

- F. Students will be able to:
- identify and demonstrate the knowledge, attitudes, and actions essential to making ethical and responsible decisions in personal and public life

### **The case for Health and Physical Activity courses in a General Education curriculum in Colleges and Universities**

A lack of a healthy lifestyle accounts for a large proportion of illness and morbidity in the United States

Between the years of 1980 and 2000, the prevalence of Obesity in the United States doubled.

Currently, 60 million Americans (or ~30% of the population) are obese (1)

In 2003, the annual medical costs associated with excessive body mass were \$78.5 Billion, and the costs continue to increase every year.

Approximately half of these costs are paid by Medicaid and Medicare (2).

Adjusted analyses show positive trends in all-cause mortality and coronary heart disease incidence with increasing weight category. Much of the obesity-related mortality and disease risk is mediated by diabetes, heart disease, hypertension, and hyperlipidemia (3).

Overall, the number 1 or 2 cause of death for all American's (depending on which statistical data you read), regardless of gender or race, is heart disease

Heart disease is largely due to lifestyle related factors, such as smoking, obesity, and a lack of physical activity

Approximately 440,000 people in the U.S. die each year from smoking related illnesses. Nearly 1 of every 5 deaths is related to smoking. Cigarettes kill more Americans than alcohol, car accidents, suicide, AIDS, homicide, and illegal drugs combined (6).

22.8% of the adult US population smokes, and more college aged adults smoke than do older adults

## Appendix A: Core Wellness Course and Justification

Based on data collected from 1995 to 1999, the Center for Disease Control estimated that adult male smokers lost an average of 13.2 years of life and female smokers lost 14.5 years of life because of smoking.

Suicide is the 11<sup>th</sup> leading cause of death in the United States. Approximately 31,000 people in the United States commit suicide each year, and 750,000 people attempt suicide (5).

A large number of those attempting suicide suffer from untreated depression. A large number of those attempting suicide also have lingering physical illnesses

“AAC&U and APTR agree that an understanding of public health issues is a critical component of good citizenship and a prerequisite for taking responsibility for building healthy societies.

Global health is increasingly becoming a cross-cutting interdisciplinary field integrating social and behavioral sciences. Course work in global health can be taught using a curriculum framework that includes the health-development link; health systems and their impacts on health; culture and health; human rights, ethics and global health; the burden of disease; and global institutions and cooperation to improve global health. Global health curriculum provides an opportunity to teach public health principles that illustrate global dependency as a contemporary and enduring real world issue. We need to educate our students beyond personal health but emphasize how their personal behaviors are impacting us globally through insurance costs, disease burden and longevity” (8).

### How do we fight this trend?

Provide culturally appropriate education about healthy eating habits and regular physical activity in order to prevent obesity and its related comorbidities (4).

Developing skills in problem solving, conflict resolution, and nonviolent handling of disputes can be crucial to the prevention of suicide and depression (5)

Education is a key factor in preventing smoking or helping people decide to quit smoking (7)

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## Appendix A: Core Wellness Course and Justification

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7. ([http://www.cancer.org/docroot/PED/PED\\_10\\_6.asp?sitearea=PED](http://www.cancer.org/docroot/PED/PED_10_6.asp?sitearea=PED))  
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## Core Writing

### **Overview:**

This course introduces students to the consumption and production of print discourse. While not focused exclusively upon strategies for reading and writing scholarly texts, the course has as its primary objective the student's informed and responsible entry into academic conversation. As such, students and faculty will explore the "why to" as well as the "how to" of negotiating the types of texts, including visual artifacts, that learners can expect to encounter during their academic career.

This course requires the use of primary texts from multiple disciplines as springboards for discussion and writing topics. These texts will consist, for the most part, of nonfiction prose, though literary texts may provide alternative ways of considering a topic and/or a writer's strategy for presenting an argument. At least one text should offer a global perspective of the issue(s) under consideration.

Students in this course should demonstrate the following abilities upon entry:

- Accurate reading and interpretation of a text written for a general audience (Grade 10+)
- Composition of a multiple-paragraph essay with a clear beginning, middle, and conclusion
- Integration of a secondary text, even with a single reference, accurately and meaningfully into their own prose
- A rudimentary understanding of the connection between form and content

### **Course Goals and Objectives**

#### **Goals:**

One of the first points of agreement that emerged from the Phase I roundtable was the importance of effective communication. Though a writing course helps students achieve many of the Phase I student outcomes, the following are especially relevant:

A2—Students should be able to communicate effectively by applying the principles of effective writing and other forms of communication.

A3—Students should be able to communicate effectively by participating in fruitful intellectual dialogue and working cooperatively on issues of personal and public importance.

B1—Students should be able to think critically by articulating a problem and developing a logical and reasonable response to it using appropriate sources.

B2—Students should be able to think critically by demonstrating the ability to analyze, synthesize, and evaluate information in problem solving.

D2—Students will be able to understand the logic, content, methods, and theoretical approaches of different disciplines.

## Appendix B: Core Writing

D3—Students will be able to develop creative thought in ways that foster intellectual curiosity and the ability to ask why and research the question.

### **Objectives:**

The objectives of the course complement the broader goals listed above. Students should demonstrate the following abilities/understandings at the end of the core writing course:

- Strategies for decoding and interpreting challenging texts
- Ability to discern a writer’s argument and/or possible bias
- Meaningful integration of summary, paraphrase, and direct quotation
- Competence in common citation formats
- Respect for intellectual property and academic honesty
- Strategies for effacing or foregrounding one’s authorial persona(e)
- Anticipation and accommodation of audience expectations, including thesis, thesis support, and mechanics
- Ability to locate and evaluate secondary sources
- Ability to perceive or forge connections among multiple texts
- Ability to express content within an appropriate form

### **Course/Catalog Description:**

[Core: Writing] focuses upon the reading and writing of academic discourse with emphasis on developing composing strategies that transfer across academic disciplines.

### **Course Example:**

Given that this course consists of skills development rather than content coverage, each instructor may exercise considerable autonomy in the way s/he structures the course while guiding students toward mastery of the objectives listed above. Yet the following guidelines regarding reading and writing will apply to all sections of the core writing course:

Amount and Type of Required Reading: Assigned readings will consist almost exclusively of primary texts; in other words, actual writing rather than lists of discrete “tips” and/or usage rules. These texts will serve the dual purpose of providing content for student writing and serving, when appropriate, as exempla of composing strategies. Implicit in the aforementioned goals and objectives is the expectations that assigned readings will offer diverse/global perspectives.

Amount and Type of Required Writing: A writing course lends itself to many discursive forms—journals; response pieces; microthemes; exercises in summary paraphrase, and direct quotation; brief or sustained arguments; research-supported essays or reports. Students should expect to produce at least twenty-five (25) pages of revised, edited writing throughout the semester. At least some, if not all, of this writing should demonstrate students’ ability to join the academic conversation through acknowledgement of existing scholarship over, and a response or addition to, a topic of personal and/or academic significance.

## Mathematics for the Educated Person

### Overview:

Mathematics can be defined as the practice of deriving theorems from axioms. Some of the theorems that have been derived in the past have turned out to be useful for building and designing things, for explaining empirical phenomena, and for balancing one's checkbook. [From: Doctor Ian, The Math Forum; <http://mathforum.org/dr.math/>] In fact, mathematics forms the basis for evaluating evidence in all of the sciences as well as many other disciplines.

### Course Goals and Objectives:

[Adapted from the learning outcomes employed in the Math Communications course at California State University-Monterey Bay for their General Education Program, <http://catalog.csumb.edu/site/x4332.xml> and links therein]

### Goals:

- Provide students with the arithmetical, algebraic, geometric, and statistical methods that can be used to solve problems. Students will learn how to estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results. [B1,B2]
- Students will apply math skills in order to interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them. [A1]
- Students will learn to represent mathematical information symbolically, visually, numerically, and verbally. [B1,B2]
- Students will be able to recognize and describe the limits of mathematical and statistical methods. [B1,B2,D1]

### Objectives:

- In order to understand basic mathematical concepts and quantitative reasoning, Students will (1) solve problems by applying algebraic, geometric, or analytic concepts appropriate to the mathematics basic skills course completed, and (2) Translate verbal statements to and from mathematical expressions.
- Students will demonstrate a critical understanding of mathematics by learning to critically evaluate quantitative information, and identify deceptive or erroneous information.
- Students will apply mathematics to (1) effectively organize, summarize, and present information in quantitative forms such as tables, graphs, and formulas, and (2) use numerical, graphical, and symbolic information to support or criticize arguments and draw valid conclusions.
- Students will make connections between mathematics and other disciplines through the use of mathematical models by learning to identify examples of mathematical models from a variety of quantitative and non-quantitative disciplines, and (2) demonstrate ability to construct mathematical models in the context of other disciplines.

### **Course Description:**

[Quantitative Literacy] Covers linear, quadratic, exponential, and logarithmic functions; systems of equations and inequalities; simple and compound interest; annuities; loan; discrete probability; counting principles, frequency distributions, measures of central tendency; measures of dispersion, confidence intervals; areas; and volumes. Draws examples from applications in the social sciences, biological sciences, and business. Uses technology as a tool to acquire, visualize, and analyze data.. [Adapted from <http://schedule.csumb.edu/classes/MATH/descriptions/> ]

### **Course Example:**

Mathematics Review: Number bases, algorithms

Introduction to Spreadsheets

Descriptive Statistics: Charts and Graphs; Numerical Summaries; Frequency Distributions

Surveys

Linear Functions

Exponential Functions

Finances

Power and Inverse Functions

Modeling Data

Curves of Best Fit

Introduction to Probability

The Binomial and Poisson Distributions

The Normal Distribution; Central Limit Theorem

Testing Hypotheses about Mean Differences

\*The above course concept originated in a discussion between Roundtable members and the chair of the Mathematics department. The outline of the course itself was then developed by Roundtable members using the sources as cited above.

## Core Communication Course

### **Course Description:**

Speech communication is an essential skill in public and professional life as well as private life. This course is designed to provide students with practice in the fundamental skills necessary for speaking in a wide variety of situations and knowledge of the principles of communication necessary to understand and interpret oral arguments and information, particularly as it relates to public life and civic engagement. Students will learn the principles necessary to become confident, articulate, and ethical speakers; develop effective argumentation and presentation practices; become familiar with introductory rhetorical concepts, and understand the role of public speech in a democratic society.

### **Course Objectives:**

(Bold characters relate to General Studies Objectives)

1. Discovery of Information: **(B1; D3)**
  - a. Students will find and use supporting materials.
  - b. Students will assess the quality of source materials.
2. Orderly Thinking: **(A1; B1; D1; F1)**
  - a. Students will design effective speeches for different purposes.
  - b. Students will organize and support ideas in a logical, coherent manner.
3. Accurate Evaluation of Arguments: **(B1,2; D3)**
  - a. Students will analyze and interpret oral and written messages.
  - b. Students will construct and deliver oral arguments.
  - c. Students will evaluate public arguments.
4. Effective Oral Presentations of Arguments: **(A1,2,3)**
  - a. Students will effectively present oral materials (speak extemporaneously with effective verbal, nonverbal, and visual delivery).
  - b. Students will coordinate presentations with other students in group contexts.
5. Understand the Relation of Speech to Context: **(A3; C3,5)**
  - a. Students will interpret how speakers design speeches in response to and to influence situations.
  - b. Students will examine how public speeches influence society and political life.
  - c. Students will relate a position to an audience's interests and experiences.
6. Understand the Value of Free Speech in Society: **(B2; E2; F2,3,4)**
  - a. Students will explain the role of free speech in advancing human rights and practicing citizenship.
  - b. Students will develop speeches that address public concerns.

***Instructor Qualifications:***

Speech communication instructors should have demonstrated competence as presenters and sufficient knowledge and/or experience to explain the principles of communication covered in the course.

***Sample Course:***

Unit 1: Basics of Public Speaking (Objective 2a, 2b, 4a, 6a) (Civic Engagement)

- Content: Historical development of public speaking, the role of speech in democratic societies, the rhetorical canons, and basic principles of speech composition.
- Assignment: Speech of Self-Introduction.

Unit 2: Delivery (Objective 2a, 2b, 4a)

- Content: Principles of vocal communication, principles of nonvocal communication.
- Assignment: Interpretive Reading of Poetry.

Unit 3: Style (Language) (Objective 2a, 2b, 4a)

- Content: Elements of style, meaning in language, rhetorical strategies and effective language.
- Assignment: Composition and delivery of a fable.

Unit 4: Context (Objective 1a, 1b, 2a, 2b, 3a, 3b, 4a, 5a, 6a) (Civic Engagement)

- Content: Aspects of context, rhetorical situation (relation of speech to public problems), types of speeches, influence of speech on context, outlining, inartistic proof (research).
- Assignment: Analysis and presentation of important speeches in context.

Unit 5: Value (Objective 1a, 1b, 2a, 2b, 3a, 3b, 4a, 6a) (Civic Engagement)

- Content: Types of claims, values, criteria, artistic proof (ethos, pathos, logos), public values.
- Assignment: Speech of praise or blame.

Unit 6: Policy (Objective 1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b) (Civic Engagement)

- Content: Policy claims, stock issues (stases), public problems, audience analysis, visual aids, managing question-answer sessions.
- Assignment: Public policy speech, Panel Presentation, Question-answer session

## *Historical Sources*

### General Description

This course will rely on primary sources to develop historical perspective and an appreciation for historical inquiry. Its intention will be to examine a variety of issues and cultures over a significant time frame, with attention to social, economic, political, artistic and other historical developments. Specific attention will be devoted to the location and use of sources, the development of historical concepts and interpretations, and the application of historical methods.

### 1. Criteria

This course will employ historical sources and methods to examine past cultures and to explore critical issues in their historical dimension. By emphasizing the use and evaluation of original sources and secondary interpretations, the course will develop student skills in analysis and communication.

#### Texts:

Primary reliance on original sources or documents  
Expected use of secondary material

#### Level of Instruction:

Freshman/Sophomore Level  
Preferred section size, 20-30  
Both lecture and discussion approach  
Individual attention to writing assignments  
Library instruction (and possible tour)

#### Required Writing:

Analysis/evaluation of primary text(s)  
Review of secondary material  
Essays to collect and synthesize information  
  
Total—20 pages minimum (including exams)

#### Possible Section Titles:

American Heritage  
European Civilization  
World Cultures

## Appendix F: Portal Course

### 2. Rationale

This course seeks to fulfill many of the objectives of the current mission statement, including student ability to locate information, to develop critical reasoning and communication skills, and to appreciate the experiences of historically under-represented groups.

The course also will fulfill many of the objectives developed by Roundtable I, including the overall mission objective that students will “understand the accomplishments of civilizations and world cultures,” as well as developing other skills required of the informed citizen.

Skills: (A 1, 2, 3) (B 1, 2) (D 2)

- \*develop effective writing skills
- \*locate and use appropriate sources to explore issues or problems
- \*develop ability to analyze and synthesize information

Accomplishments of World Cultures: (C 1, 2, 3, 4, 5)

- \*analyze historical dimensions of civilizations
- \*recognize contributions of diverse world cultures
- \*understand historical influences in human conduct
- \*examine diverse world views

Lifelong Learning: (D 2) (F 1, 2, 3, 4)

- \*identify historical origins of American heritage and democracy
- \*contribute to growth of ethical citizenship
- \*demonstrate community concern and respect for other groups

### 3. Course Description

Historical Sources: This course introduces students to the use and analysis of sources in historical study. It examines diverse world cultures and views in their historic settings, and explores issues critical to European civilization, American society, and other cultures.

## The Portal Course

Students come to universities not only to learn but to learn how to learn. Shaped by countless factors of which they are as yet mostly unaware, learning how to learn is the first step in developing the skills of critical thinking, that is thinking for themselves.

Arriving at UNK they, for the most part, have difficulty reading a literate text\* of any variety; they therefore need to learn how to identify a text's point of view, see how it develops an argument, and understand the kinds of support the argument depends on. This is not best done by extensive reading lists, but by frequently reading a text with someone who has already discovered in the text something of value (or has sufficient experience with texts to read with them something new).

They arrive, sometimes knowing little, but believing knowledge is what others tell you. They need to know how knowledge is created, where and how we find out what we don't already know. This is not best done by the standard freshman "research paper" (often both pointless and plagiarized), but by frequently being exposed to what constitutes research within a field of inquiry and how libraries, online references, laboratories, and field work make that research possible.

Difficult as it is to say, many if not most of our students come from environments either ignorant of or hostile to intellectual endeavor. It is a delicate balance to affirm their own origins and yet assist them to establish an identity for themselves as students, separating them from that ignorance and hostility.

A "liberal arts" curriculum exists for (indeed takes its name from) the purpose of effecting that separation and assisting students to develop independent intellects. Studies indicate that this curriculum (indeed any curriculum) works best when students are aware of its purpose and are helped to see what they will be doing before they do it (as well as helped then to apply what they've done). The portal course is our opportunity to apprise students of the purpose and methods of the program, to begin putting the burden of learning on the students themselves, and to introduce them to the principal modes of creating knowledge known in the academy by becoming practitioners of those modes.

A portal course, then, will

- a. provide the opportunity to read (view, investigate) a substantial text together with a mentor; **[A3]**
- b. engage the students in actively employing the appropriate mode of research; **[B 1, 2; D 3]**
- c. help students discover the role played in the real world by the particular mode of inquiry under study. **[D 1,2]**

## Sample Portal Course 1:

### **Course Title:**

Inscribed Identities: the shaping of martyrs and rebels

### **Course Description:**

Individual and group research and class discussions aimed at assisting students to reflect on how people become incorporated or alienated from their cultures and how acceptance/rebellion and alienation/incorporation have functioned in their own lives. Students will learn how to formulate their research into academically acceptable oral and written presentations.

### **Course Objectives and Goals:**

#### **Objectives**

Taking Barbara Kingsolver's *The Poisonwood Bible* as our text, we will engage in reading it in the light of several illuminating contexts, including but not limited to colonialism and religious proselytizing, concepts of legitimate authority, the problematics of intercultural communication, and the emergence and shaping of family, tribal, and national identities. These contexts will be suggested in lectures, but it will fall to students, individually and in groups, to research these contexts. Additional reading may include Conrad's *Heart of Darkness* and/or Rushdie's *Satanic Verses* and/or Nafisi's *Reading Lolita in Teheran*. Other materials to be used, at least in excerpted form, are listed among the goals.

The course will involve learning ways to research relevant topics and to structure such research into engaging oral and written presentations, learning how to generate fruitful questions about a topic, and learning how "abstracting" allows one to connect with the more concrete details of the topic of one's investigations [A 1, 2, 3; B 1, 2; D 1, 2, 3]

#### **Goals**

Among the contexts and supplementary materials explored will be:

Understanding and learning to apply the psychological and sociological concepts in Franz Fanon's *The Wretched of the Earth*. [B 1, 2; C 3, 4, 5; D 2; E 2; F 1, 3, 4]

Working with the narratives and images of popular films, ranging from "Casablanca" to "Lawrence of Arabia." [A 3; B 2; C 1, 2; D 1; E 1; F 1, 3, 4]

Becoming familiar with the geographies of regions that currently are engaged in strife (African and West Asia in this instance), and drawing on the concepts in *Guns, Germs, and Steel* to understand why those geographies are significant. [B 1, 2; C 2, 3, 4, 5; D 3; E 2; F 3, 4]

## Appendix F: Portal Course

Drawing on philosophical concepts, especially from Camus' *The Rebel*, to investigate the mentality of rebellion, of constructing we/they identities and animosities, or colonizer/colonized. [A 3; B 1; C 3, 5; D 1, 2; E 1, 2; F 1, 3, 4]

Following the history of the development of religious sects and political movements. [B 1; C 1, 2; D 2; E 2; F 1, 2, 3, 4]

Researching the history of the Balfour Agreements and other arrangements that parceled out the “third” world among European colonial powers. [A 3; B 1, 2; C 3, 5; D 3; E 2; F 1, 2, 3, 4]

Discussing manifestations of rage, fanaticism, fundamentalism, and repression. [A 3; B 2; C 1, 4, 5; D 2; E 1; F 1, 4]

Researching “Just War” theory [B 1, 2; C 1, 4, 5; D 1, 3; E 2; F 1, 2, 3, 4]

## Sample Portal Course 2:

### **Course Title:**

Perspectives and Reflections: Personal, Scientific & Global

Students will experience the power of intellectual engagement. Through the study of texts and reflection on their lives, students will connect the notion of a life long learner to the liberal arts tradition. The values and skills of a liberal arts education will be examined. Students will reflect upon their lives and connect themselves to the world in which we live.

### **Course Goals and Objectives**

#### **Goals**

A2—Students should be able to communicate effectively by applying the principles of effective writing and other forms of communication.

A3-- Students should be able to communicate effectively by participating in fruitful intellectual dialogue and working cooperatively on issues of personal and public importance.

B1--Students should be able to think critically by articulating a problem and developing a logical and reasonable response to it using appropriate sources.

B2--Students should be able to think critically by demonstrating the ability to analyze, synthesize, and evaluate information in problems solving.

F1—Students will be able to identify and demonstrate the knowledge, attitudes, and actions essential to making ethical and responsible decisions in personal and public life.

#### **Objectives**

1. Read and engage challenging texts. B2
2. Engage readings that facilitate an understanding of the university experience. A3
3. Identify and assess a thesis statement. Identify the voice and other literary characteristics and engage in meaningful interpretation. A3
4. During class discussion you will identify the different dimensions of an issue and be analyze the issue from multiple perspectives. A3, B2, F1
5. During class discussion you will practice higher order reasoning skills demanded by a university education through group and individual assignments. A3, B2
6. Complete a writing assignment that will analyze the role of the individual in the resolution of a global issue. A2, B1, F1
7. Attend Research Poster Day. Followed up with such activities as summarizing a research poster from each College, a discussion of the challenge they have ahead, guest lecture of faculty member's memorable mentoring experience as well as your own, etc.

### **Course Description**

Perspectives shape our social reality. An educated person will perceive reality through many perspectives and will reflect upon their view of the world. The course readings will help students accept the challenges of a university education and provide them with skills for success.

## **Course Example**

### **Pedagogy**

The dominant modes of inquiry will be group work and class discussion. Group work will be designed to have students practice higher order reasoning skills. Through class discussion and reflective exercises students will become acculturated to academe. They will be made aware of the general expectations and the value of a liberal arts education.

In addition to the discussion of texts, students would be exposed to academic life. Students would be required to attend the Student Research Day and be given an assignment. Upper level students may be invited to class to share in their research. These concrete experiences will help students create realistic challenges and expectations for their own careers.

### **Reading List**

The reading list is designed to meet the goals of introducing students to the liberal arts curriculum. The readings will begin with an introduction to the national discourse on liberal education. Students will examine the manifest goals of a liberal arts education and reflect upon their own “greater expectations” at UNK. In addition to the goals in the report, students will discuss the goals of UNK’s program and how the goals will be met in the supporting courses. In order to replace “individualistic relativism” (“it is just my opinion and my opinion is as good as any other) with the rules of scientific investigation. They will discuss the difference between opinion and knowledge based on scientific evidence. Tuesdays with Morrie demonstrates the importance of mentoring and how liberal arts can add to the quality of life. After reflecting upon their lives, students will examine a global issue that will allow them to connect their lives with lives elsewhere.

National Panel Report. 2002. Greater Expectations. AACU.

Wolff-Mich Roth and Angela Barton. 2004. Rethinking Scientific Literacy. Routledge.

Mitch Albom. 2002. Tuesdays with Morrie. Broadway Books.

Ishmael Beah. 2007. A Long Way Gone: Memoirs of a Boy Soldier. Farrar, Straus and Giroux.

## Sample Portal Course 3:

### **Course Title:**

Humanities Dream, the American Dream, and “I Have a Dream” [Lawson]

### **Course Description:**

Individual and group research along with class discussion regarding Martin Luther King’s “I Have a Dream” speech. The class will consider the speech setting and his historical and political importance. In addition the students will consider each line of the speech for the use of historical references, business references, cultural references, and a general philosophy of how one human being should treat another human being. Students will learn how to formulate their research into academically acceptable or written presentations.

### **Course Goals and Objectives:**

#### **Goals:**

- I. To engender respect for knowledge
  - A. Develop an appreciation of what we know [C1, 2, 3, 4, 5,]
  - B. Explore how we discover new knowledge (modes of inquiry) [D1, 2, 3,]
- II. Examine the role of Higher Education
  - A. What is an educated individual? [E1, 2,]
  - B. What is an academic culture? [C1, 2, 3, 4, 5,]
  - C. Why is it important to be liberally educated individual? [F1, 2, 3, 4,]
  - D. What role does critical thinking play in the process that an educated individual demonstrates in his/her worldly actions? [F1, 2, 3, 4,]
- III. Assist students to cross through the portal from acquiring knowledge to developing a thirst for knowledge, asking:
  - A. What skills do one need? [A1, 2, 3,]
  - B. How does one acquire a thirst for knowledge? [D1, 2, 3]
  - C. How are the skills honed? [E1, 2]
  - D. How do the skills relate to a career?

#### **Objectives:**

--The student will gain an understanding of how King’s background provided him with knowledge of how to communicate ideas.

--The student will be able to tie issues of the time of the speech to the lines of the speech. In this way they will gain an appreciation of history, political science, speech, music, business etc.

--The student will be able to explain why this speech is a “great text” and the importance of “great text” to the educated individual.

***Discussion Areas for Course Discussion:***

Explore issues from the speech...

1. History
2. Democracy
3. Economics/Finance
4. Music
5. Language style
6. Images
7. Symbolism
8. Comparison and Contrast
9. Repeating phrases
10. The role of violence
11. Respect of individuals
12. Integration of Ideas

## **Modes of Inquiry – Natural Sciences:**

### **Overview:**

The natural sciences seek to understand the world around us using empirical investigation and naturalistic explanation. The process by which science explores the world is the scientific method; however, this method varies within the natural sciences and even more so when compared to the social sciences. In an increasingly technological society, it is important for citizens to know and understand what natural science is and is not, what questions it can and cannot answer, and the capabilities and limitations of scientific investigation. It is also important to realize how science can affect society and how societal inputs can affect science. [The Natural Sciences are defined to include Chemistry, Physics, Biology, Geology, and Mathematics.]

### **Course Goals and Objectives:**

#### **Goals:**

To introduce students to the perspectives of the physical and life sciences. [D1,D2]

To help students understand the connections between science, society, and the world around them specifically: what is (should be) the role of science in society and how does (should) society influence science? [A3,C1,C2,C3,D1,D2,F3,F4]

To help students understand the connections and differences between the scientific disciplines. [D1,D2,D3]

To help students understand the process of science and the questions it can and cannot answer. [B1,B2,C1,C2,D1-3]

To help student read, write about and discuss primary scientific information critically. [B1,B2]

#### **Objectives:**

Students will read primary sources from the physical and life sciences (Biology, Chemistry, Physics, Geology) (e.g. Bacon, Watson/Crick, Einstein, Galileo, etc.)

Students will explore the methodology of the physical and life sciences both from the idealized scientific method view as well as more realistic processes with a focus on empirical investigation and naturalistic explanation (e.g. Kuhn, and modern scholarship)

Students will discover the commonalities and differences in the life and physical sciences

Students will analyze examples/case studies of good and bad science both in the field (e.g. development of evolutionary theory, “cold fusion”) and in society (e.g. development of radar and microwaves, crystals and magnets for healing)

Students will analyze ethical and societal aspects of scientific discovery (e.g. Frankenfoods vs. golden rice)

**Course Description:**

[Name of Course] focuses on the methodology and societal impact of the natural sciences. Students will explore how the natural sciences create understanding of the world through empirical investigation and naturalistic explanations. Additionally, students will analyze the interplay of science and society.

**Possible Course Topic:**

Perhaps the best (most interesting) and encompassing theme for a natural sciences inquiry course would be an exploration of the development of evolutionary theory because it draws on all fields within the natural sciences. Discussion of the societal impact will also be highly relevant.

**One Possible Course Outline:**

Section 1 (6-8 weeks):           What is science?  
How is science done generally? [Scientific Method, Naturalistic Explanation, Empirical Investigation]  
Disciplinary Differences and Commonalities:  
Science in Biology, Chemistry, Physics, Geology, Mathematics

Section 2 (3-4 weeks):           Science and Society  
What is the role of science in society? What is the role of society in science?  
What should be the role of science in society? What should be the role for society in science?

Section 3 (5-6 weeks):           Case Studies in Science  
Pseudoscience claims:           Oxywater, magnet therapy  
Ethics in Science:                Cloning and gene therapy, cold fusion  
Current Societal Issues in Science

## **Modes of Inquiry: Social Sciences**

### **Overview:**

This course will provide students with an understanding of the scientific tools used to analyze human actions in the study of contemporary individual and social issues, and their own lives. Its primary focus is on insuring that students understand how social scientists think about the world, how they explore questions, what constitutes evidence, and that science is a way of thinking that requires that conclusions change if new evidence comes to light. The fact that science requires revising conclusions based on new evidence is probably the toughest things about science for non-scientists to comprehend, and we pay the price for it every day, when policy makers decline to listen to scientists because "they keep changing their minds." The course will be designed to foster critical understanding of human action and interaction. The course will emphasize the development of writing, critical thinking, and quantitative skills using the methods, theories, and applications relevant to social science disciplines.

### **Course Goals and Objectives:**

#### **Goals:**

The Modes of Inquiry course in the Social Sciences aims to provide students with an understanding of human behavior in scientific perspective, enabling students to appreciate the relevance of social science to their own lives and to contemporary social issues and problems. Students will examine classic and current literature, and current events in the social sciences.

[A3,C1,CS,C3,C5,D1,D2,F3,F4]

Students will be exposed to major questions relevant to human, social, cultural, and institutional behavior. Students will explore the major approaches of social science, with each approach being critically evaluated, in order to help students understand what questions social science can and cannot answer. Questions may be considered in a comparative manner using a cross-cultural comparison of major ethnic or other social groups, or institutions within a global context.

[A3,B1,B2,C1,C2,C3,C4,D1,D2,D3,E2]

#### **Objectives:**

Students will read primary source material (e.g. journal articles) from the social and behavioral sciences.

Students will develop and understanding of the contribution of the social sciences to our global society.

Students will engage in critical analysis of current events, issues, and literature relevant to the social sciences.

Students will be introduced to social science research methods and analyze the use and misuse of research, including ethical standards used in social science research.

Students will apply the scientific method and body of theories to analyze human actions.

**Course Description:**

[Name of Course] examines the role of the social sciences in today's society. Students will explore how social and behavioral science knowledge is created using empirical research methods. Additionally, students will learn how to apply social science concepts to solving contemporary societal problems.

**Course Example:**

- Section 1 (6 weeks) The Scope of the Social and Behavioral Sciences
  - What is the role of the social sciences in society?
  - What are the disciplines that comprise the social sciences?
  - Commonalities and Differences among Anthropology, Economics, Political Science, Psychology, Sociology and other social or behavioral sciences
- Section 2 (5 weeks) How is Knowledge Created in the Social Sciences:
  - Advantages and Limitations of the Scientific Method
  - Introduction to Quantitative Methods
  - Introduction to Qualitative Methods
  - Ethical Issues in Conducting Research
- Section 3 (4 weeks) Current Societal Issues Addressed by the Social Sciences
  - Examples could include: Terrorism, Genocide, Racism, Poverty, Inequality, Human rights, Crime, etc.

## **Modes of Inquiry – Humanities Course.**

### **Overview:**

It is the role of the humanities to teach us how to use language to create texts and interpret and evaluate them, whether those texts be verbal, visual, tonal, or silent. What is reality and how do we represent it? What is legitimate in our representations and what representations suffer from bias or slanting? These are questions in the humanities. The world of the humanities is the world of stories, narratives, compositions, ideas, and images; it is the world of patterns to be perceived and validity to be ascertained. The Humanities, then, consist of the critical analysis of ideas, more specifically ideas created by the human imagination. Previous analyses are our guides and mentors, but no one can think critically for us. Developing our intellects to the point where we can think for ourselves, therefore, requires of students active engagement in their own learning. That means learning how ideas and images come together to make sense, and this cannot be accomplished only by seeing how others make sense; rather, it requires beginning to make sense ourselves. So then, making sense ourselves and making sense of ourselves (in all our complexity) is the province of the humanities.

### **Course Goals and Objectives:**

#### **Goals:**

- To introduce students to the perspectives of the humanities
- To help students understand the connections between education and the world around them (C 2, 3, 4, 5)
- To help students understand the connections between the academic disciplines (particularly in the humanities) (D 1, 2)
- To address the fundamental questions, Who am I (individual) and Who are We (communal) and the further question these entail: What is the dynamic between I and We, between the individual and society? How does culture inscribe itself in an individual or, conversely, how do individuals inscribe themselves in their cultures? (B 1, 2)

#### **Objectives:**

- Students will read primary sources from the humanities (Philosophy, Literature, Rhetoric, History) (D 2, 3)
- Students will analyze the meaning of the text(s) in terms of language, design, meaning, and argument. (B 1, 2)
- Students will analyze how the text responds to social and cultural contexts. (B 1, 2; C 1, 3; D 2)
- Students will analyze how the text addresses the nature of the individual and society, the good life, and the just society. (E 2, F 1, 3, 4)
- Students will be able to explain and apply humanistic principles of interpretation and criticism, as demonstrated in oral discussion and written work. (A 1, 2, 3; C 5; F 4)

## **Generic Course Description:**

Each course offered in this area will choose a central text (or texts) proven to be influential (“a great work”) or is exemplary of an influential type of work. This text will be a work that allows students to spend a semester interpreting and analyzing it from a variety of perspectives.

Typically these texts would be great works in the humanities, for example, Philosophy (e.g. Plato’s *Republic*), Literature (e.g. Heller’s *Catch 22*), or Rhetoric (e.g. Lincoln’s “Gettysburg Address”), but could also include works of art, drama, or other media studied from a humanistic perspective. **(F 2 or globalization)**

The course will be offered by an individual instructor with expertise in one or more areas of the humanities and the ability to examine the work from (minimally) philosophical, literary, cultural, and rhetorical (relating to questions of how the work makes a compelling argument). **(B 1)**

The course will involve critical thinking, discussion, writing and oral presentations. **(A 1, 2, 3; B 1, 2)**

## **Course Example**

Course Title: Personal Lives in Public Spaces

### **Course Description**

Students will read three primary texts, research and review relevant contexts and engage in discussing how those contexts affected the writing and affect our reading of the stories. Based on their study, students will be asked to create a representation that defines and describes their own lives and the public contexts affecting them. This “representation” may take the form of a researched term paper, a discursive essay, or something similar to a “case study.” It will be composed in parts, each subject to revision, and the whole will be the equivalent of 10-12 pages. **(A 3; B 1,2; C 2, 3, 4, 5; D 2, 3; E 1, 2; F 1, 2, 3, 4)**

### **Objectives and Goals**

#### **Objectives:**

Our aim will be to develop a fuller sense of what is meant by “personal lives” and “public spaces” and how the two interact with one another. Using three texts, Shakespeare’s *Romeo and Juliet*, Hemingway’s *A Farewell to Arms* (“my *Romeo and Juliet*”), and Bernstein’s *West Side Story*, students in this course will draw on relevant contexts to assist them to discern and create meaning. The course will draw on literature, philosophy, music and art history, and cultural studies. **(A 2; C 3, 4; D 2; globalization and multiculturalism)**

#### **Goals:**

Among the contexts requiring individual and group research will be:

## Appendix I: Modes of Inquiry in the Humanities

Comparing and contrasting the conflicts (papist and puritan, Austrian and Italian, and ethnic) that explain the perils of the protagonists. This will entail some understanding of the Elizabethan Settlement, world attitudes regarding WW I, and developing ideas of race and multiculturalism (as per their respective societies). **(B 1, 2; C 3, 4, 5; E 2; F 1, 2, 3)**

Looking at representations of the representations (e.g. music and ballet based on the *Romeo and Juliet* story, such as Prokofiev and Tchaikovsky, and integrated into *West Side Story*), and seeing the stories themselves as alluding to or reworking previous stories (the allusions embodied in Hemingway's title, the materials Shakespeare had at hand, the intertextuality of the three). **(B 1, 2; D 1, 2, 3)**

Discussing, informed by appropriate critical sources, how we construct our ideas of norms, ideals, and roles; of youth and age; of leadership and nurture; and how such constructions are affected by culture and society. **(A 1, 2, 3; B 1, 2; C 3; D 2; E 1, 2; F 1, 2, 3, 4)**

Discussing, informed by appropriate critical sources, of notions of the rule of law, how societies order themselves, the differing but appropriate roles of government, religion, and individual, drawing on philosophical discussions of the harmony or disharmony in such cultural "ecosystems." **(A 1, 2, 3; B 1, 2; C 3; D 2; E 1, 2; F 1, 2, 3, 4)**

Understanding how differing conceptions of honor, death, and meaning affect our choices and actions. **(E 1, 2)**

## **Modes of Inquiry–Arts**

### **Overview:**

This course will provide the necessary means to help students understand and appreciate the visual and performing arts. Topics will include aesthetic literacy, the creative process and the interpretation and analysis of selected forms of artistic expression. In service of the goal of appreciation the course curriculum will depend upon the direct exposure of students to the arts through attendance at performances and exhibitions. Course dialog will involve critical responses to these encounters in the form of classroom discussion and written assignments.

### **Course Goals and Objectives:**

#### **Goals:**

To increase students awareness of past and present issues and theories common to various forms of artistic expression. [C1,C2,C3,C4,D2]

To help students understand the role of the arts in history as well as contemporary society. [C1,C2,C3,C4]

To help students develop a better understanding of the creative process. [C1,C2]

To help students discuss and write critically about direct experiences with a variety of art forms. [A1,A2,A3,B1,B2,C1,C2]

To introduce students to the philosophy of art and aesthetics. [C5,D1,D2, D3]

#### **Objectives:**

Students will attend performances and exhibitions. They will also study art through secondary sources such as video. They will provide written statements regarding their experiences and will locate and explore appropriate sources to support critical arguments within the statements. Students will analyze and interpret the meaning of artworks representative of the disciplines of dance, music, theatre and visual art. This analysis will concern style, form, content and aesthetic response.

Students will analyze the socio-cultural context of artworks representative of a variety of disciplines.

Students will read primary sources from Aesthetics and connect the dialog from these sources with related course activity.

#### **Course Description:**

This course will focus on the development of students understanding and appreciation of the visual and performing arts. Students will have first hand exposure to art in various forms including visitations to performances and exhibitions. Analysis and interpretation of examples from the visual and performing arts will include individual inquiry, group discussions and written statements.

### **Possible Course Topic(s):**

Topics could vary according to the host department of the course. Topics that include study of a varied spectrum of art forms would be seem to be the most appropriate. These could include surveys of specific artistic movements which may have been prominent in one art form but included a range of others. For example: modernism, romanticism or baroque in music, theatre, dance and visual art.

### **One Possible Course Outline:**

Title: From Jazz to Abstract Expressionism: Improvisation in the Arts of Modernism

**Sample Text:** Ghiselin, *The Creative Process: Reflections on the Invention in the Arts and Sciences*, University of California Press, 1985.

**Supporting Material;** documents and footage of improvisational jazz musicians and abstract expressionist artists at work as well as modern dance and improvisational theatre performances. Performers and visual artists could visit class to demonstrate and discuss improvisational activity.

### **Topics:**

**The Context of Modernism:** From Renaissance Humanism to the Bauhaus School.

A historical inquiry into the sources and characteristics of the 20th century artistic Modernism.

**Defining Improvisation:** Examples From the Visual and Performing Arts.

Establishing an understanding of the essential similarities and inherent differences between manifestations of “intuitive” expression in the visual and performing arts. Investigation into the nature of improvisation (intuition and "stream of consciousness" balanced by instinctual adherence to formal limitations.)

### **Criticism and Judgement:**

A study of critical and analytical methods proposed within the context of Modernist culture. Dealing with the apparently subjective connotations of the nature of improvisational creative activity. This could begin as an extension (more specific) of the above topic. The dialog could include introduction to the basic elements and principles that govern a given art form. Students could then consider how a performer or visual artist would be able to explore direct and intuitive expression in a given media while simultaneously ,and perhaps subconsciously, adhering to a formal agenda.

### **The Cultures of Improv.: A Demographic Study.**

Essentially a study of the affect of cultural differences in the history of improvisation. Why does the demographic differ between those who practiced modern dance and those who produced Jazz music. How is Abstract Expressionism an extension of the Euro-Centric/Avant Guard tradition while Improvisational Jazz is more connected to urban and minority American subcultures.

## Capstone Course

A common definition for a capstone course is a course for undergraduates nearing the completion of their studies that builds on skills and knowledge acquired in previous courses emphasizing "real world" situations, and provides an opportunity for students to demonstrate competencies and communication skills.

### ***Course Goals and Objectives:***

#### **Goals:**

- A writing component
- Critical thinking and problem solving
- A component of the student's discipline (such as the final paper written by the student to include the connection to their own major/education focus)
- Ethical/Moral dimensions pertaining to issues related to the course
- Theoretical framework
- Capped at 10 students per hour
- Team teaching is not required
- In addition, we propose the following:

The capstone course at the University of Nebraska at Kearney is a 2-hour course or two 1-hour courses (1 or 2 instructors) that draw from multiple disciplines across the university, with each faculty member using their unique disciplinary foci. This course will address a topic, engaging students in solving a common problem facing citizens of our democracy and around the world. This course must include the following:

The course may include:

- Experiential learning component such as research projects, internships, field research, or service learning

### ***Objectives:***

It is possible for all of Phase One objectives to be integrated in this course including:

- Development of students' skills that transfer across all disciplines (A1-3)
- Students should be able to think critically (B1-2)
- Understand the accomplishments of civilization and world cultures (C 1-5)
- Engage in logical and creative thought in different disciplines (D 1-3)
- Experience personal growth (E 1-2)
- Enhances their ability to be lifelong learners, and ethical and responsible citizens (F1-4)

**Course Description:**

The capstone course is for undergraduates nearing the completion of their studies that builds on skills and knowledge acquired in previous courses emphasizing "real world" situations, and provides an opportunity for students to demonstrate competencies and communication skills.

**Course Example:**

**CHEM 280H/PSCI 280H  
Colonizing Mars: Scientific and Political Analyses of Science Fiction**

**COURSE DESCRIPTION:**

Sociopolitical forces and scientific developments are central to themes and premises in science fiction literature. However strange and unfamiliar the alternative or future world is imagined to be, science fiction is always about illuminating our present-day realities. This class will focus on political and scientific analyses of the *Mars* trilogy by Kim Stanley Robinson, consisting of the novels *Red Mars*, *Green Mars*, and *Blue Mars*, as well as selections from Robinson's book of short stories, *The Martians*. These novels describe the colonization of Mars in an epic fashion, starting with the scientific expedition that brings the first 100 colonists and ending with an independent, terraformed planet.

**COURSE OBJECTIVES:**

- To learn about the political and scientific topics that are featured in the novels
- To use the issues raised in the novels to better understand our world
- To synthesize political and scientific knowledge in order to address specific problems

**ASSIGNED READINGS:**

You should purchase the three novels by Kim Stanley Robinson: *Red Mars*, *Green Mars*, and *Blue Mars*.

Using the mission statement the group was challenged to develop a list of student outcomes that could be used for assessment and also to aid in developing curriculum. The following is the outcome of that exercise.

**Mission Statement:**

*The General Studies program at UNK will facilitate the development of students' skills that transfer across all disciplines. Students will understand the accomplishments of civilizations and world cultures, engage in logical and creative thought in different disciplines, and experience personal growth that enhances their ability to be lifelong learners, and ethical and responsible citizens.*

The following student outcomes have been identified and are linked to the mission statement through specific statements:

***...development of students' skills that transfer across all disciplines...***

- A. Students should be able to communicate effectively by:
- 1) applying the principles of effective oral communication in group and individual presentations
  - 2) applying the principles of effective writing and other forms of communication
  - 3) participating in fruitful intellectual dialogue and working cooperatively on issues of personal and public importance
- B. Students should be able to think critically by:
- 1) articulating a problem and developing a logical and reasonable response to it using appropriate sources
  - 2) demonstrating the ability to analyze, synthesize, and evaluate information in problem solving

***...understand the accomplishments of civilization and world cultures...***

- C. Students will be able to
- 1) describe, analyze, and evaluate the achievements of civilizations in their historical, scientific, philosophical, and social dimensions
  - 2) identify and evaluate the contributions of diverse world cultures in the sciences, arts, languages, literature, and philosophy
  - 3) recognize cultural influences on the development and expression of worldviews, historical and contemporary
  - 4) understand the cultural and historical influences that account for similarities and differences among human beings, past and present
  - 5) examine how their own worldviews affect the ways they view themselves and the world

***...engage in logical and creative thought in different disciplines...***

- D. Students will be able to:
- 1) understand the logic, content, methods, and theoretical approaches of different disciplines

- 2) integrate knowledge across disciplines
- 3) develop creative thought in ways that foster intellectual curiosity and the ability to ask why and research the question

**... experience personal growth. . .**

E. Students will be able to:

- 1) recognize and apply the knowledge, skills and behaviors which promote physical and emotional well being
- 2) integrate their knowledge in ways that will deepen their understanding of issues of personal and social importance

**... enhances their ability to be lifelong learners, and ethical and responsible citizens. . .**

F. Students will be able to:

- 1) identify and demonstrate the knowledge, attitudes, and actions essential to making ethical and responsible decisions in personal and public life
- 2) identify and examine important principles and concepts that frame our American heritage and democratic government
- 3) identify and analyze ways to balance individual needs and rights with responsibilities to a larger public purpose (the common good)
- 4) respect the views of others and show concern for future generations

The full report “Greater Expectations: A New Vision for Learning as a Nation Goes to College” is available at <http://greaterexpectations.org/>.

The Call to Action<sup>1</sup> is reprinted here:

### **Our call to action...**

**CARRIES A SENSE OF URGENCY.** Monthly, economic and social structures suffer from conflicting priorities and questionable judgments; they seek guiding values and insight. Weekly, the workplace awaits more competent and adaptable employees. Daily, the world's problems cry out for reasoned responses. Everyone is responsible for meeting these needs, and no person can be relieved of his or her personal or collective obligation. Higher education must rise to the challenge by enabling all who attend college to become the empowered, knowledgeable, and principled citizens the interconnected globe requires.

The Greater Expectations National Panel, as a diverse group of individuals in conversation with colleagues around the country, examined the aims of college education for a knowledge-based society. The analysis in this report suggests that a New Academy, with learning at its center, is emerging as the answer to

## Appendix M: AACU Call to Action

what college aspirants and society need for the future. Bringing this New Academy to its full potential—with the universal, high expectations it embodies—will depend on concerted and purposeful action arising from multiple strategic alliances. To fulfill its promise to today's students, those of future generations, and to the broader public, higher education itself will need to change; this report outlines the shape of the change.

Progression from the present situation to the New Academy will entail several conceptual shifts. First, colleges and universities must themselves assume a learning posture, improving their knowledge of effective education in the service of the common good. The exciting innovations described throughout this report and already flourishing on many campuses attest to the academy's potential to take on this role. Second, mutually sustaining partnerships—at all levels, with all stakeholders—involving enlightened policy decisions supported by concerted action need to become a regular feature of the educational landscape. These partnerships can be seen as the first step in creating a shared responsibility for success.

Finally, from these rich and intertwined alliances, we look forward to the growth of a true learning society, one that prizes creative intellectual activity as the basis for personal growth, practical intelligence, moral leadership, economic success, and societal strength. This is the final conceptual shift, to a culture that celebrates all manifestations of powerful and continuous learning.

<sup>1</sup>*Greater Expectations: A New Vision for Learning as a Nation Goes to College*, A National Panel Report, Association of American Colleges and Universities, Washington, DC, 2002, pp 52-53.

## Appendix N: General Studies Roundtable-Phase I Participants

The following people served as representatives in the General Studies Phase I process that created the mission, vision, and outcomes statement shown in Appendix L. We thank each for their work in creating the statement and for their dedication to creating a program that places student needs and learning as the top priority.

### ***College of Business and Technology:***

Tami Moore, Family Studies and Interior Design  
Steffan Habermalz, Economics  
Kay Hodge, Management  
Beverly Frickel, Accounting/Finance

### ***College of Education***

Kate Heelan, HPERLS  
Jane Ziebarth-Bovill, Teacher Education  
Deb Brandt, Teacher Education  
Petula Vaz, Communication Disorders

### ***College of Fine Arts and Humanities***

Tom Martin, Philosophy  
Neal Schnoor, Music and Performing Arts, Teacher Education  
Daren Snider, Modern Languages  
Darleen Mitchell, Music and Performing Arts

### ***College of Natural and Social Sciences***

Paula Rieder, History  
Scott Darveau, Chemistry  
Don Niemann, Mathematics  
Joe Benz, Psychology

### ***Moderators***

Deborah Bridges, Economics  
Martha Kruse, English

### ***Ex Officio***

Bill Wozniak, Director of General Studies  
Glen Powell, Director of Assessment

## Appendix O: General Studies Roundtable-Phase II Participants

The following people served as representatives in the General Studies Phase II process that created the proposal detailed in this packet. We thank each for their extraordinary work in creating a program that places student needs and learning as the top priority.

### ***College of Business and Technology:***

Don Envick, Industrial Technology  
Janet Trewin, Accounting/Finance  
Jeanne Stolzer, Family Studies and Interior Design  
Mary Rittenhouse, Economics

### ***College of Education***

Ed Walker, Teacher Education  
Greg Brown, HPERLS  
Nita Unruh, HPERLS  
Lynne Jackowiak, Communication Disorders

### ***College of Fine Arts and Humanities***

Aaron Dimock, Communication  
Charles Peek, English  
Mark Hartman, Art & Art History  
George Lawson, Communication

### ***College of Natural and Social Sciences***

Daryl Kelley, Sociology  
James Roark, Chemistry  
John Anderson, Political Science  
Richard Miller, Psychology

### ***General Studies Council***

Sonja Kropp, Modern Languages  
Sylvia Asay, Family Studies and Interior Design  
Vernon Volpe, History

### ***Library***

Mary Barton

### ***Moderators***

Martha Kruse, English  
Scott Darveau, Chemistry

### ***Ex Officio***

Daren Snider, Director of General Studies  
Jeanne Butler, Director of Assessment

## Appendix P: Additional Recommendations

The following recommendations came from the Phase II discussions and are relevant to improving the education of the students in general. Additional recommendations are offered in the hope that they might assist in the successful implementation of the revised Core Curriculum.

### **Faculty and Advisor Training**

In order for this program to be as successful as possible, it will be necessary to create professional development opportunities for faculty involved in teaching within the program. This additional training should focus on student engagement in the classroom and development of courses that fit the Core Curriculum model. Additional training opportunities will be needed for academic advisors as we transition to a new program.

### **BS and BA degree requirements**

Members of the Roundtable recognize that there continues to be a disparity in degree requirements when comparing BA degrees to BS degrees. While the BA degree does have a required language component typical of BA degrees, no such *proscribed* courses are required for the BS degree. The net effect of this lack of required science courses in the BS degree is that students can manage to escape the discipline required either in language courses or in science courses. This problem is likely contributing to the relative lack of students with foreign language courses at UNK.

### **Citizenship issues**

One of the goals, outlined from Phase I and whose merits were recognized by the Phase II participants, of the new curriculum is to encourage the development of our students as citizens. As such, links between the new Core Curriculum and the American Democracy Project should be strengthened wherever possible. This links should include campus events in and outside of the Core Curriculum.

### **Resources**

Many of the changes needed to fully implement this new curriculum will require the allocation of new resources for curriculum development and for holding class sizes to reasonable level. Much as has been done for the development of new online courses, a mechanism needs to be created to allow either for course releases or remuneration for the development of the courses needed in this program. Permanent ongoing resources will be needed to have sufficient faculty workload hours available to teach all of the available sections within the core curriculum if they are held to a reasonable size.

### **Recognition**

In order to encourage and support faculty in creating an excellent program, we recommend that awards be created to recognize outstanding Core Curriculum instructors.

### **Implications for First Year Experience, CD, and WI programs**

The Core Curriculum has been designed to address the issues and pedagogy of these three programs. As the new curriculum is adopted it will be essential for these programs to consider their role within the new program and to ensure that students are acquiring the expertise for which these programs were initially created to enhance.