

CORE CURRICULUM - EIGHT COMPETENCIES

Memorandum

TO: Curriculum Committee
Educational Policies Committee

FROM: Jim DeBoy

RE: Revised Wording for the Eight Competencies of the Core Curriculum

DATE: January 26, 2006

Attached is the most recent revision of the Eight Competencies. It is my understanding that Jeff Chapp will explore #7. Please be reassured that these Eight Competencies still retain their original intent as we passed them in July 2005 despite our word-smithing efforts. It is absolutely critical that the crux of all eight statements remain intact as departments/Schools begin identifying appropriate learning experiences (i.e., core courses).

CORE CURRICULUM - EIGHT COMPETENCIES

Revised 1/26/06

Changes: [in brackets]

I. Mission Statement (see www.lincoln.edu)

II. Core Curriculum Philosophy

Lincoln University fully supports a liberal arts [**and sciences-based**] approach in the general education preparation of its students. Our aim is to provide a thorough grounding in the liberal arts and sciences via a curriculum that incorporates the heritage of the past coupled with the knowledge of the present in order to address the anticipated challenges of the future. [**Skills in**] the liberal arts and sciences will equip graduates for the learned professions, business, public and international service. The core curricular experiences will enable students to contribute to the quality of life in an increasingly complex yet unitary world.

III. Core Curriculum Learner Outcomes (8 Competencies)

These eight learner outcomes are derived from the core curriculum philosophy. These learner competencies serve as the curricular driving force for all three schools of study: Humanities; Natural Sciences & Mathematics; and Social Sciences & Behavioral Studies.

Upon successful completion of the core curriculum, students will be able to:

1. **[listen and effectively]** communicate ideas through written, spoken and visual means.
2. think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas.
3. apply information literacy/research skills to assist their systematic process of critical thought; articulating the problem; gathering information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved.
4. **[compare]** and **[contrast]** self and others and **[explain]** their interdependence in terms of historical, social, political, economic, psychological, health and moral/ethical factors.
5. **[demonstrate]** good citizenship and service to one's community. Students also benefit when they engage in free intellectual inquiry seeking truth, understanding and appreciating self as well as a readiness to learn from and about different cultural and linguistic perspectives.
6. **[identify]** and interpret the quantitative aspects of life through the disciplines of mathematics, computational science, laboratory science, selected social sciences and other like-minded approaches that prize sophistication and precision of thought.
7. cultivate and **[demonstrate]** a life-long interest in the fine and performing arts so that students will experience perceptions, emotions and empathies that communicate humanity's deepest and worthiest thoughts and aspirations.
8. **[conduct themselves in ways that uplift self and others by strictly adhering to the universal principles of freedom, justice, equality and fairness; recognize and demonstrate positive interpersonal skills that advance the human condition; respect diverse views; and embrace open dialogue in an honest and caring collective search for common ground, tolerance and the greater good.]**