

CORE CURRICULUM - EIGHT COMPETENCIES

Revised 11/28/05

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 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) effectively communicate ideas by listening and 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 then/if the problem has been satisfactorily resolved.
- (4) understand and appreciate self and others and their interdependence in terms of historical, social, political, economic, psychological, health and moral/ethical factors.
- (5) value 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) appreciate 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 value 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) recognize and demonstrate positive interpersonal skills that facilitate the advancement of 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. First and foremost, students will conduct themselves

in ways that uplift self and others by strictly adhering to the universal principles of freedom, justice, equality and fairness

These statements were formally approved by the Joint Committee of the Educational Policies and Curriculum Committees at their 20 July 2005 meeting. Thus, this document will come before the full Faculty at its August 2005 Retreat/meeting.