
FINAL REPORT
General Education Goals Committee
December 7, 2000

The preliminary report and proposed goals for general education were submitted to the Provost's office on March 1, 2000. Since that date, the proposed goals have been examined and debated by the university community through open forums and presentations to key constituent groups. After discussing and reflecting upon the feedback received, the Goals Committee submits the following revised goals for general education at the University of Kansas.

- Goal 1.** Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information, and develop a spirit of critical inquiry and intellectual integrity.
- Goal 2.** Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.
- Goal 3.** Improve reading, writing, and numeracy skills, and enhance communication by clear, effective use of language.
- Goal 4.** Understand the history, culture, and diversity of the United States and of other societies and nations.
- Goal 5.** Become aware of contemporary issues in society, technology, and the natural world, and appreciate the complexity of causes and consequences.
- Goal 6.** Develop an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

Each of the goals is equal in significance and weight to the others. They are arranged in what seems to us a logical and coherent order. The first set of goals, Goals 1 to 3, speak to acquiring the foundation of a liberal education within the context of a large, comprehensive research university. They define the personal skills and mental habits that an individual should take away from such an institution. The second set of goals, Goals 4 to 6, speak to the moral development of that individual as she or he passes from the university into a broader global community. They specify the knowledge and attitudes – even the wisdom – needed to navigate over a lifetime within that world.

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APPENDIX
FINAL REPORT
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GOAL 1:

Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information, and develop a spirit of critical inquiry and intellectual integrity.

Amplification:

The ability to access, evaluate, and use information responsibly has long been one of the cornerstones of education. Mastering these skills has become increasingly difficult in a time that is characterized by astonishing growth in new technologies and information resources. Further, this growth will certainly continue and it will be crucial that the ability to deal with these issues is developed by our students.

The foundation for pursuing scholarly or research activity, for growing intellectually, and for adapting to this ever faster changing world is dependent upon the skills, knowledge, and attitude embodied in Goal 1. This goal represents a base upon which research experiences in the major area can be built. In addition, a solid foundation in acquiring, critically evaluating, and synthesizing information is also a base from which a person can continue to grow throughout his or her life. However, in order to use the skills described in Goal 1, a spirit of inquiry must be fostered, nurtured, and developed. Without an inquiring spirit, skills may not be used. Conversely, without the skills and knowledge to research, organize, evaluate, and apply new information, no depth of thought can be achieved.

The issue of academic integrity is one that is frequently raised in connection with student academic work and has become increasingly complex given the diversity of information formats. It is critical that, in addition to learning the skills of acquiring information, students also develop an understanding of how information may be meaningfully and honestly synthesized and conveyed.

The Initiative 2000 Task Force Report, *Building a Premier Learning Community*, stated, "Fostering research and scholarly inquiry to create new knowledge and guiding students' acquisition of research and learning methods necessary to adapt within a rapidly changing world are essential goals of both undergraduate and graduate education." Success in carrying out Goal 1 would facilitate achievement of these goals by providing a strong base upon which to

build as students move into their major areas, as well as providing a foundation for a lifetime of inquiry and growth.

Curriculum:

A review of the undergraduate course catalog suggests no single course into which these skills could be incorporated, and few courses with any type of emphasis on inquiry. There are courses whose catalog descriptions indicate that they introduce students to the methods of inquiry in their subject area, but these are relatively infrequent. We can find no evidence of any progression of courses into which a framework for the pursuit of knowledge might be more systematically introduced and reinforced.

Because students may place out of core classes such as ENG 101 or COMS 130, the skills of obtaining, evaluating, and applying information to a particular problem should be integrated into more than one, and possibly most, of these foundational courses. In order for students to further develop their research skills, they should be afforded repeated opportunities to learn about new techniques and information resources, and how these might be used to pursue more specialized questions. Students who have received a basic introduction to lab or library research during their first-year science or communication courses should have research experiences that reinforce and further refine those skills when enrolled in the classes that are required for their major. To this end, departments and schools should determine the types of research skills that are essential to their discipline and consider the classes in their subject area into which discipline-specific skills might be incorporated. KU Libraries staff members are available to help instructors with this process.

Finally, we recommend that discussions on the ethical use of information be incorporated into writing and research assignments across the curriculum. KU Writing Center staff members are available to help facilitate these discussions.

Assessment:

One means of determining how well all of the goals are being addressed in the general education curriculum would be to undertake a regular review of those classes. Assuming the current model for assessing general education continues the following are the types of questions that might be raised in faculty interviews with graduating students to gain an understanding of their achievement of Goal 1.

- Ask students to describe how experts in their chosen field uncover and transmit new knowledge, using a study or experiment from one of their classes as an example.
- Present a contemporary social problem/issue—school violence, welfare reform, campaign financing, global warming, etc.—and ask students how, were they charged to address such an issue, would they inform themselves about it and determine a course of action. Or, if there is a particular cause or issue that interests them, ask how they arrived at their opinion, how/if they researched their stance and evaluated potential alternatives.
- Ask how students evaluate sources of information to determine credibility. Is there a difference in doing this for traditional as well as newer media?
- Ask students to provide two examples of research-based work they have done while at KU. Alternatively, ask which of their freshman-sophomore classes provided them with a basis for developing both critical thinking skills as well as methodologies for tackling particular problems. A follow-up could be to ask how skills might be applied in their lives following graduation.

GOAL 2:

Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines.

Amplification:

A university-educated person should be broadly educated in the fine arts, humanities, social sciences, natural sciences, and mathematical sciences. Study of the various disciplines making up the liberal arts lays the foundation and provides the context for study in depth in the major or professional field, ensures exposure to knowledge considered important to our democratic society, provides students with the opportunity to explore different realms of knowledge before choosing a major and serves as the basis for life-long learning. However, study of isolated disciplinary knowledge alone is insufficient. The increasingly global and complex nature of problems facing society requires solutions that cross the borders of disciplinary knowledge. Educated citizens must be able to integrate knowledge from various disciplines in their personal and professional lives. These emphases distinguish a university education from a merely technical one.

In keeping with the University of Kansas' mission as a complex research university, it is expected that knowledge will be acquired through requirements set by each school and the College. That is, rather than requiring a core of common courses taken by all students who graduate from KU, academic units will set the amount and type of knowledge in the humanities, social, natural, and mathematical sciences, and fine arts they deem necessary for their students.

The second aspect of this goal—integration—is less easily achieved. We know from current assessment data that KU students are not able to integrate knowledge from diverse fields and disciplines to the extent necessary. Although we do not advocate one means for achieving this goal, we do suggest that educational experiences designed specifically to help students make connections both among disciplines that constitute the fine arts, the humanities, and the social, natural, and mathematical sciences, and between general education and the major or professional field are necessary.

Curriculum:

All KU academic schools presently require undergraduates to complete general education courses in the humanities, social sciences, and natural or mathematical sciences.

However, only the School of Fine Arts requires its students to complete fine arts courses. CLAS and some professional school students can choose to complete their principal courses in humanities (historical studies or literature and the arts) or non-western culture requirement with art history, dance history, or music history courses. Students in CLAS or the professional schools may or may not take a formal course in the fine arts. (And in many institutions theatre and film courses are categorized as fine arts classes.) The number of general education hours required ranges from approximately 72 hours for the B.A. in the College to 39 hours for the B.F.A. in Fine Arts. Despite this variation, and with the exception of specific courses in fine arts, KU academic schools appear to have the curricular means to achieve the breadth of knowledge intended in Goal 2.

Taking required general education courses assumes, but does not ensure, that students "acquire knowledge." Conversely, knowledge acquisition, especially in the fine arts, happens both in and out of the classroom; in the major as well as in general education courses. However, valuable, non-classroom activities can merely be encouraged, while curricular requirements can be enforced. Furthermore, it is not clear that students have a real understanding of why they should acquire general education knowledge. Many students see them as requirements to "get through" so they can go on to the major and out into jobs.

The second aspect of this goal asks that students integrate knowledge across disciplines. It appears few curricular means exist to fulfill the goal in the major, and virtually none are present in general education. Certainly there are interdisciplinary majors, such as American Studies, Environmental Studies, and Women's Studies that intentionally draw faculty, courses, and modes of inquiry from across disciplines. However, few majors require interdisciplinary courses, or offer capstone courses that ask students to integrate knowledge from the major. When looking at general education courses, Western Civilization I and II offer the prospect of integrating knowledge, as do Honors Tutorials. Goal 2 also implies that students learn to connect general education courses to requirements in the major. It is not clear from current requirements and assessment data that this happens.

In order for integration of knowledge to happen systematically, some formal attention needs to be given to this either through specific courses in the major or general education, or through pedagogical practices in every course.

Assessment:

For the reasons specified in the *Curriculum* section above, assessing Goal 2 poses many conceptual and technical difficulties. Does “acquire” imply we must “test” acquisition of specific knowledge, i.e., facts? Can we assume that completing requirements is equivalent to “acquiring” knowledge? Typically, outcomes assessment has not made this assumption or conversely has assumed that completion is not equivalent to acquiring knowledge or skills. How do we assess knowledge acquired when each academic unit requires a different number and type of course in each area?

Because of the widely differing requirements and expectations of professional schools and the College, one means of assessment would be to use one of the commercially available tests of general education knowledge, e.g., *The Academic Profile*. However, these tests typically aim at the lowest common denominator. In addition, students are unmotivated to take them and do well and they are expensive. (KU experimented using this test before the current system was adopted. All of the previously mentioned things happened.) Some research has suggested one can learn as much by looking at ACT and high school grade point average as by obtaining scores from these tests. To develop a homegrown test is expensive. Often faculty are not involved in the assessment process, such tests provide little information about how one could improve the curriculum, and there is little incentive to use the data to do so. The newer, adaptive tests (GRE on computer, for example) are an improvement, but would be prohibitively expensive to develop or use—if adaptive forms of the *Academic Profile* even exist. These tests give students progressively more difficult questions according to success on previous items.

The existing assessment framework lends itself to assessment of Goal 2 outcomes in the context of a research university in which each academic unit has its own set of general education requirements. That is, unless we ask each academic unit to identify specific knowledge outcomes relative to this goal, we cannot ask specific knowledge questions.

We suggest that the existing framework continue to provide basis for assessment of Goal 2 with some modifications. Actual assessment of outcome attainment could be done using a scoring rubric and a more restricted list of questions. The difference between what we do now and a scoring rubric is that a scoring rubric identifies more precisely the skills or knowledge to be evaluated and attaches descriptive terms to each point on a scale – representing levels of attainment. Those descriptors would be developed by a group of faculty members. Although assessments would still be somewhat subjective, assessors would be forced to define more clearly the dimensions of the area or skill to be assessed and various levels of performance for

that area. Raters would tie their ratings to specified descriptors representing levels of attainment. (Note: We could actually use a mixed method to assess fine arts. One could ask questions but also ask students to list plays, concerts, art exhibits they have attended during their four years.)

Examples of such descriptors in the knowledge area might be: 1=has no knowledge of social institutions, 5= understands and can apply and knowledge to a wide range of situations. Or we might identify specific dimensions of knowledge—for example, knowledge, comprehension, and integration—and rate each student on each of these dimensions. The scale for comprehension might be "no comprehension" to "understands the concepts involved." The Center for Teaching Excellence might be able to provide more information on developing rubrics. A bare-bones example of a rubric follows.

Example Of Assessment Rubric

<p>1. Graduates of the CLAS will be able to define art and explain why a play they've seen or a concert they've attended, art exhibit, etc is art.</p> <ul style="list-style-type: none"> • Name a play, concert, art exhibit, etc. and explain why it is art. 	<p>Knowledge Scale 1-5***</p>
<p>2. Students can name and describe the functions of important social institutions, i.e., school, government, church.</p> <ul style="list-style-type: none"> • You've landed on the moon with a group of people with whom you are to establish a community. What kinds of social institutions do you need? Why? 	<p>Knowledge Scale 1-5</p>
<p>3. Students can identify and discuss the significance of a literary work</p> <ul style="list-style-type: none"> • Name a piece of literature you've read during your time at KU. What makes that a piece of literature? 	<p>Knowledge Scale 1-5</p>
<p>4. Can discuss describe and discuss the significance of an historical event</p> <ul style="list-style-type: none"> • Picking one of the history courses you've taken, identify an important historical event and describe its significance 	<p>Knowledge Scale 1-5</p>
<p>5. Can identify and discuss the types of problems studied by different areas of science.</p> <ul style="list-style-type: none"> • Pick a science, any science. What kinds of problems does X deal with? 	<p>Knowledge Scale 1-5</p>

<p>6. Can integrate knowledge from two or more fields.</p> <ul style="list-style-type: none">• Pick any two courses general education courses you've completed and describe the connections between the subject matter.• Describe how the subject matter from any general education course is related to or informs your major.	<p>Knowledge Scale 1-5</p>
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****Perhaps a student could name a play or even several but not explain why it is "art".*

GOAL 3:

Improve reading, writing, and numeracy skills, and enhance communication by clear, effective use of language.

Amplification:

Language is central to all human experience. This ability to exchange ideas through abstract symbols is one of humankind's most distinctive traits, and at the core of all human interactions. Ideas can be expressed in compact and complex ways. Interpreting information from a graph, for example, requires the integration of written language, quantitative information, and visual symbols. Writing a personal essay, or arguing a point of view, may require a more discursive or impressionistic use of language. The purpose of the communication determines its form and style. University students must thus become proficient and versatile communicators. We recognize that a key goal of a university education is to nurture a literate society. We espouse a broad interpretation of literacy, one that embraces many modalities—ideas expressed through oral and written language, sign, Braille, numbers, and other visual and nonverbal symbols.

In addition to the skills of reading, writing, and numeracy (the ability to think and express oneself in quantitative terms), basic literacy also includes the ability to use a computer as a communication tool. Students must be able to apply current technology to gather and exchange information with others. E-mailing, accessing the World Wide Web, and using computer software for organizing and interpreting data, are current examples of efficient computer-assisted communication, necessary for academic success and for enhancing personal expression outside the classroom. A core goal for all students at the University of Kansas is to refine the skills necessary for effective communication through academic pursuits and through active engagement with others in a diverse university community and beyond.

Curriculum:

KU's unusually rich set of core requirements and electives makes it highly probable that students achieve verbal, numerical, and graphic literacy, along with the appropriate information technology skills. Key requirements in this are KU's nine-hour English composition and literature requirement, as well as its writing-intensive six-hour Western Civilization requirement and its three-hour Communications requirement. Because English is a freshman-sophomore requirement and Western Civilization is a junior-senior requirement, a high percentage of KU

students must enroll in writing-intensive courses throughout their four years at the University. Working directly with students, the KU Writing Center supports the assignment of writing in courses outside of English and Western Civilization. KU's rejuvenated and highly effective freshman-sophomore advising system contributes to the literacy goal by guiding students to key electives in Mathematics, Computer Science, Art History, and to other departments and programs. Similar guidance exists for juniors and seniors through departmental advising. Lacking at KU is a systematic way to introduce students to basic research utilizing resources such as the library, laboratory, and Internet. Though the KU Library System provides orientations in the use of the library and its supporting technology, KU is without a set of "research requirements" or a readily identifiable set of "research electives" (e. g., "Basic Research in the Humanities").

Assessment:

This goal may be assessed in conjunction with Goal 1. Questions that give the student a clear sense of topic and audience will stimulate the development of an argument supported by evidence, rather than a simple narration or description. Here are two possible examples.

- As an upcoming graduate, you have been invited to address a group of incoming freshmen that are interested in your major. Describe the decision-making process that led you to choose this field. Tell what kind of reading, writing, numeric, graphic or other capabilities your major requires. Besides those required, what other kind of literacy or special skills have you found helpful to know? Describe how you use information technology to gather, organize, analyze and interpret and communicate information.
- In preparing for a job interview, you have been asked by a prospective employer to describe a project that required you to gather information, analyze data, develop and test hypotheses, reach conclusions and communicate the results. Using any major assignment completed during your time at KU, discuss how you gathered and analyzed information, including the research methods and tools you used. Describe how you formed hypotheses and tested their validity. Finally, explain the steps you went through in producing the report and/or presentation to communicate your results.

GOAL 4:

Understand the history, culture, and diversity of the United States and of other societies and nations.

Amplification:

The intent of this goal is to encourage students to learn about and become fully aware of the many achievements and the rich complexity of their nation's history, including its politics, ways of life, settlement patterns, arts, economy, technology, and institutions. It aims to develop a fuller historical and contemporary understanding of other nations as well.

The goal also aims at acquiring a more tolerant and sensitive understanding of the multicultural richness of the United States and that of the larger global community. Increasingly, we are living in a global environment where changes in one nation or cultural setting have an impact on other nations and cultures. It is imperative that students enhance their understanding of the complexities of the global environment and that they be equipped with knowledge and skills to deal with challenging issues related to global complexities.

In 1989, the Kansas State Board of Education Mission for Educational Reform stated the following mission: "To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving global society." In 1998, the University of Kansas's Initiative 2000 Task Force Report stated: "Diversity is defined in its broadest sense. While there is a commitment to increased diversity by the central administration, more needs to be done to make it a reality. Enhancement of diversity in all areas of the curriculum and the social and cultural climate are needed as well as support for special needs students." Both statements support the compelling need for increasing students' awareness of and ability to relate effectively to diversity.

Curriculum:

Various means and strategies currently exist to help students enhance their understanding of, and appreciation for, the complexity of their nation's development and its diversity as well as those of other nations and cultures.

- Numerous courses within the General Education Requirements in the College of Liberal Arts and Sciences are relevant. Specifically, many courses within the humanities and the social sciences that fulfill the Principal Course Distribution Requirement focus on topics related to cultural development and history, diversity, and multiculturalism within the

United States. Further, various courses in the humanities and the social sciences focus on a wide range of issues in non-western cultures and fulfill the Non-Western Culture Requirement. Still other courses focus specifically on the teaching of languages other than English, a vital contribution to students' awareness of other cultures.

- Psychology and Research in Education 101, the orientation seminar, provides a general exposure to diversity by exploring the University's commitment to diversity and multiculturalism. This course, expanded or used as a model, is well positioned for entry-level, general education exposure to diversity issues.
- The School of Social Welfare offers a course on Peer Training in Diversity and Multiculturalism Issues, where students learn the terminology and theory of diversity education. A course such as this one recognizes that having a common vocabulary for articulating differences and diversity issues is important. The creation of a common vocabulary provides a coherent way for students to have conversations about diversity.
- In addition, to further expose students to multicultural issues, the Office of International Programs has encouraged faculty from various disciplines to "internationalize" their courses by incorporating components that focus on issues in other nations and cultures.
- The Study Abroad Program contributes immensely to the visibility of "internationalism" within the University and facilitates students' exposure to and understanding of, other cultures.
- The Diversity Peer Education Team (through the Multicultural Resource Center) is a group of KU students who give diversity presentations to KU student groups, residential living organizations and at orientations. Student members of this peer education team report that since it's founding in the mid 1990s, they have been well received. This program could possibly be used to extend or complement curricular offerings in diversity.

Assessment:

Questions that might help us assess the degree to which students have met this goal during their undergraduate years include the following. (Questions 5-9 were developed based on concepts adapted from an exercise for developing intercultural communication skills by D. Klopf in *Intercultural Encounters Workbook*)

- Have you ever traveled to another country? Where did you go? What was the culture like? What did you learn from the experience? Did this experience change your view of

that country and of your own country? If so, how? Or, if students have not have the opportunity to travel abroad, they might be asked, which country would you like to travel to and why? Do you think that this experience would change you? (Such questions currently are included in the list of General Education Assessment Sample interview questions.)

- Do you have any friends or acquaintances from another country/culture? What have you learned through them about that country/culture?
- Do you think that it is important and/or useful to be informed about events that are happening in other parts of the world? Why or why not?
- Do you watch television news programs, particularly those that focus on international news? Or read newspapers or news magazines, particularly articles that focus on international news? Or access Internet web sites that include international news or cultural issues/events?
- How would you defend the need to learn the rules of another culture in the US?
- How would you defend the need to develop self-awareness, know your self-concept, and know what you disclose?
- How would you defend the need not to look down upon another person because of color, creed, religion, or manner of speech? How would you defend the need to be wary of stereotyping?
- How would you defend the need to develop initiative and be willing to take social risks in increasing diversity?
- How would you defend the need to have an awareness of the complex development of the U.S., its heritage and institutions?

GOAL 5:

Become aware of contemporary issues in society, technology, and the natural world, and appreciate the complexity of causes and consequences.

Amplification:

Developing the skills and abilities to acquire, evaluate and integrate knowledge is a critical part of one's social and intellectual development. To play an active and meaningful role in society, however, we must put those skills to use and become truly informed about the world and about the way it works. This involves more than the simple accumulation of facts about people, governments, places, scientific breakthroughs, and economic trends. It means understanding relationships among such things as economic policies, social trends, environmental impacts, and political movements. For example, the linkages among population growth, an increased demand for housing, the pressure of new construction on the environment, and the pollution of streams demonstrate how interconnected our needs and actions have become.

If we consider the enormous impact that advances in such fields as information technology, and bio-medicine will have on both our daily lives and the global community, it is clear that we must become adept at identifying causes and consequences. In a world where time and space have shrunk and distance is almost irrelevant, we will have to comprehend knowledge from all places. In a world where the volume of such information exceeds our ability to absorb it, we will have to possess refined skills of information discrimination. And, in a world where the traditional boundaries of conventional bodies of knowledge are blurred beyond recognition, we will have to become lateral as well as linear thinkers, understanding that the causes and consequences of single events may well exist in vastly different parts of our world and within widely separated eras.

Curriculum:

Many of our introductory and upper-level courses in the departments of History, Political Science, Sociology, American Studies, and African and African-American Studies, for example, deal explicitly with contemporary issues in society. Many of these fulfill College principal course requirements. Other such courses exist in the Schools of Social Welfare and Education. The various Environmental Studies major options, and many of the individual courses required for these options, deal with the relationships among society, technology and the natural world.

Introductory courses in the natural sciences often incorporate some discussion that connects the subject matter with societal issues. Basic science textbooks increasingly have special topics sections and ancillary materials (CDs, websites) that focus on these connections. More discussion of the issues that emerge when basic science and technological applications intersect (fundamental biology and gene technology, for example), should be encouraged both in the classroom and by means of independent or group projects. Senior capstone courses and interdisciplinary courses such as HWC 510 Science, Technology and Society, provide a means for discussing and thinking about complex global and societal issues. More of these kinds of courses for upper-level students should be encouraged. Independent study, honors theses, and research papers in upper level courses should address the relationships identified in Goal 5.

Assessment:

Assessment of the University's ability to meet this goal should be conducted in different forms and with different populations within the University.

With regard to our students, the simplest and most direct method of determining their success at meeting this goal would be in the structured interviews involving random samples of students. This goal points out the need to be both informed about contemporary issues and to understand their causes and consequences, thus evaluating our students' ability to meet it would require two sets of questions. The first set might deal with simple facts and details about contemporary issues, events, and developments. For example, we might ask, "What is the Americans with Disabilities Act and what does it provide?" A related question from the second set might take on a "situational" form and force the student to consider the political, demographic, and economic trends that gave rise to this legislation and to actually imagine a situation where access to a location is impossible without ADA-enforced guidelines. Or, the questions might focus on environmental issues such as climatic change or flooding, and they might call for a basic knowledge of the El Niño phenomenon and, in a situational form, the questions might push the student to explain how weather events, agricultural productivity, commercial trends and human behavior are linked.

Students might also be asked, within the format of standard class evaluations, to provide examples of how Goal 5 was treated in the content of a class. Their ability to describe examples of complex relationships and interconnectedness among contemporary events and issues would be good evidence of their meeting the goal.

Similarly, we might urge faculty to include in *Annual Reviews* and *Promotion and Tenure Applications* discussion of how their courses (and/or research) attempt to incorporate the knowledge and thinking described in Goal 5. Finally, we might want to include discussion of how the curriculum of an entire department or program addresses this and other goals, as a part of the *Board of Regents Academic Program Review*.

GOAL 6:

Develop an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level.

Amplification:

This goal aims to encourage a more self-examined life in which students think seriously about the moral content of their lives in this complex, inter-related, and much troubled world. Courses in general education should lead to a better understanding of the political and governmental processes available to citizens to address social and economic problems. Courses should provoke thought about the rights and obligations of citizenship in a democratic society.

Beyond acquiring this fundamental knowledge of how democracies work, students should discover, with the aid of the faculty and their peers, answers to such ethical questions as these: What is meaningful work? How does one balance a responsibility to one's self, to others, and to the environment that supports us? What are our true needs and how we distinguish them from ephemeral wants? Is our way of life in advanced industrial societies damaging to us, to society, or to the natural world? How should we define the common good, justice, virtue, or integrity? What values should we impart to our children? When is tolerance good and necessary and when is it not?

The purpose of a general education, and Goal 6, should be to stimulate lively debate and critical inquiry into these and other fundamental moral questions. It should not be to advocate a single answer to them or to indoctrinate students with any particular set of ethical principles or idea of citizenship.

Curriculum:

The current principal courses should, with a few additions, fulfill the needs of Goal 6. Success in college itself often leads to an ethic of self-discipline. A balanced program of general education courses should encourage student to develop a sense of social responsibility and citizenship. Departments/schools outside of the College of Liberal Arts and Sciences might make minor curriculum adjustments with this goal in mind. For example, somewhere in our education there might be taught an understanding of food as a means to connect people and its effect on their social being and health, as well as a more critical examination of what we eat and how it is cooked and catered. In other words, students might learn broad citizenship ideals

through studying the science and art of nutrition. Similarly, courses on finance, agriculture, business, economics, distribution, psychology, culture, biological, genetic, and chemical engineering might address broad citizenship ideals.

A premier learning community needs to include ethical content as part of its curriculum. Within the existing curriculum, students would be exposed to the ethical ideals of Goal 6 in courses such as: PHIL 160 (Introduction to Ethics) and PHIL 360 (Environmental Ethics), REL 104 (Search for Meaning); as well as in political sciences courses such as POLS 110 (US Politics), POLS 151 (Comparative Politics), POLS 170 (International Politics); and American studies courses AMS 100 (Understanding America) and AMS 110 (The American People). Such courses, along with many of the non-western culture courses will supply the base students need. The university also offers many campus student organizations that promote responsibility and citizenship. Additional courses that might be added to the principle course requirements in order to lay the foundation for social responsibility exist in the Human Development and Family Life Department; courses such as HDFL 150 (Community Leadership), HDFL 337 (Community Service), and HDFL 501 (Community Development). The means exist in the university, but it is up to the schools and college – and the student – to make the most of them.

Assessment:

This might actually be one of the easier goals to assess as it allows the personality and background of the individual student to come through. Some examples of possible assessment questions include the following.

- What have they accomplished during their years at school? What do they feel are their most positive contributions?
- What career path are they choosing and why? How will this choice benefit their community, the nation, or the world?
- Have they taken advantage of Study Abroad? If so, how did this experience change their perceptions of their role in the world community?
- Do they view graduation as the end of education or has KU succeeded in creating life-long learners who will continue to examine their role in the world?
- What is citizenship and how is it practiced?
- What do they consider as a good and joyful family, a healthy community? How would they build a healthy family and community?
- What have they done since coming to KU to become a more conscious human being?