

APPENDIX A: EXAMPLES OF CURRICULA

GENERAL EDUCATION

Harvard University

http://webdocs.registrar.fas.harvard.edu/ugrad_handbook/current/ (6/2008)

<http://www.registrar.fas.harvard.edu/fasro/courses/index.jsp?cat=ugrad&subcat=courses> (6/2008)

The Core Curriculum includes eleven areas. Students must pass one letter-graded course in each of seven areas designated as non-exempt for their concentration.

<ul style="list-style-type: none"> • Foreign Cultures <p>The goals common to all courses in Foreign Cultures are to expand one's understanding of the importance of cultural factors in shaping people's lives, and to provide fresh perspectives on one's own cultural assumptions and traditions, through study of cultures significantly different from that of the US and the anglophone cultures of the British Isles, Canada, Australia, and New Zealand. These courses also introduce methods of studying a culture, and the issues involved in approaching a culture not one's own. Whether the primary emphasis is on the analysis of key texts and works of art, on historical change, or on other fundamental aspects of individual or social life, Foreign Cultures courses seek to identify the distinctive patterns of thought and action that account for the particular configuration or ethos of another culture.</p>
<ul style="list-style-type: none"> • Historical Study A • Historical Study B
<ul style="list-style-type: none"> • Literature and Arts A • Literature and Arts B • Literature and Arts C
<ul style="list-style-type: none"> • Moral Reasoning <p>The common aim of courses in Moral Reasoning is to discuss significant and recurrent questions of choice and value that arise in human experience. They seek to acquaint students with the important traditions of thought that have informed such choices in the past and to enlarge the students' awareness of how people have understood the nature of the virtuous life. The courses are intended to show that it is possible to reflect reasonably about such matters as justice, obligation, citizenship, loyalty, courage, and personal responsibility.</p>
<ul style="list-style-type: none"> • Quantitative Reasoning <p>The aim of courses in this area is to introduce students to mathematical and quantitative modes of thought. Some courses emphasize theoretical aspects of mathematics or statistical reasoning: a course on number theory or deductive logic, for example, would fall under this heading. Other courses in this area explore the application of quantitative methods to questions in the natural sciences, social sciences, or humanities: courses on making decisions under uncertainty, or on analyzing demographic trends are examples of such applications.</p>
<ul style="list-style-type: none"> • Science A • Science B
<ul style="list-style-type: none"> • Social Analysis

Longwood University

<http://www.longwood.edu/gened/> (6/2008)

The Core Curriculum includes eleven areas. Students must pass one letter-graded course in each of seven

1. To develop critical thinking and analysis skills necessary in college and in life
2. To learn to write and speak clearly and effectively
3. To understand our cultural heritage as revealed in literature
4. To understand our cultural heritage as expressed through the fine and performing arts
5. To understand mathematical thought and apply mathematical logic to problem solving An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving; (three credits at a commonly agreed upon skills level comparable to college algebra). Outcomes Students will: <ul style="list-style-type: none">• Understand how mathematical and/or statistical models can be used to study real-world situations• Understand the limitations of and assumptions behind typical mathematical models• Use mathematical and statistical analysis to interpret such models by testing hypotheses, making predictions, drawing conclusions, checking results for plausibility, and finding optimal results• Understand when technology might be helpful in mathematical or statistical analysis and apply technology when appropriate
6. To apply the methods of science to the acquisition of knowledge
7. To explore the foundations and history of western civilization
8. To understand the forces shaping contemporary society
9. To understand the diversity of cultures and societies
10. To communicate and function in a globally interdependent world through foreign language study
11. To understand issues of physical and mental wellness
12. To develop specialized knowledge and skills that connect General Education to the student's major
13. To learn how to make informed ethical choices and decisions
14. To learn how to communicate effectively as an active citizen leader and to participate in the written discourse of civic life
15. To apply knowledge and skills developed through the course of study to real world experiences

Winthrop University

<http://www.winthrop.edu/recandreg/catalogs/08-09.htm> (6/2008)

General Education Goals

All candidates for a baccalaureate degree shall complete the General Education Distribution Requirements. Although these requirements usually take the form of individual courses, students should integrate their learning experiences from different courses taken at different times and should assimilate common concepts taught in different disciplines. Students should conduct all activities in an ethical manner and work with integrity and honesty toward the following goals:

Goal One: To communicate clearly and effectively in standard English.

To achieve this goal, students should:

1. Read, write, and speak standard English.
2. Analyze written, spoken, and nonverbal messages from a variety of disciplines; and
3. Understand and practice rhetorical techniques and styles by writing and by giving oral presentations

Goal Two: To acquire and appreciate quantitative skills.

To achieve this goal, students should:

1. Solve mathematical problems of the type necessary for living in today's and tomorrow's world;
2. Make valid inferences from data;
3. Understand that quantitative analysis is important to almost every endeavor of humankind; and
4. Understand the concept and application of quantitative relationships.

Goal Three: To use critical thinking, problem-solving skills, and a variety of research methods. ...

Goal Four: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles. ...

Goal Five: To understand scientific knowledge in terms of its methods or acquisition, its specific quantitative nature, and its dynamic and contingent character. ...

Goal Six: To understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilization. ...

Goal Seven: To examine values, attitudes, beliefs, and habits which define the nature and quality of life.

To achieve this goal, students should:

1. Reflect on the role played in their lives by school, work, leisure, and community involvement;
2. Examine problems, issues, and choices that confront citizens of the world;
3. Pursue basic principles of wellness;
4. Take responsibility for the consequences of their actions and choices; and
5. Articulate and assess their personal ethical principles.

General Education Distribution Requirements

The general education program is based on three concepts: mastery of competencies, integration of experiences across disciplines, and exposure to a variety of intellectual and social perspectives. The program is composed of three core areas: the critical skills, skills for a common experience and for thinking across disciplines, and developing critical skills and applying them to disciplines. Courses used to complete major or minor requirements may also be used to complete General Education Distribution requirements. Students should see their degree program for specific course requirements.

DEGREE PROGRAMS

Texas A&M – Economics

<http://econweb.tamu.edu/undergrad.asp> (6/2008)

What is Economics?

An economics degree trains students to apply the principals and theories of natural science to the concepts and logic of mathematics. Professional economists utilize their skills in the business, social sciences, and humanities fields.

Economists research and evaluate data related to anything of monetary or production value ...

From the data an economist collects and evaluates, they can prepare reports and forecast about economic trends. ...

Skills of Successful Economics Majors

During their degree programs, economics majors develop a set of core skills that help them succeed at any job in their field. These core competencies allow professional economists to work in a variety of roles in the academic, corporate, and government arenas.

- **Data acquisition skills.** Economists rely on their ability to ferret out raw data from numerous sources to make accurate projections and recommendations. Not only must economists learn how to gather data from official reports and sources, they must develop the personal relationships and skills necessary to get accurate data, especially when that data could result in a negative analysis of a company or a policy.
- **Competency in various data analysis techniques.** Economists must be able to see between the lines to uncover patterns and relationships between seemingly unconnected sets of numbers. The best economists can find relationships between almost anything, which has led to some of the most important economic policy breakthroughs of the last century.
- **Critical thinking skills.** Economists routinely look beyond the ways that numbers add up to realize the deepest connections between pieces of information. Frequently, skilled economists set out to study a specific area only to reveal even more significant ramifications and applications of their work.
- **Writing and reporting skills.** Because their work routinely immerses them in numbers, economists must also learn to communicate their findings effectively through written reports and oral presentations. Politicians, businesspeople, and the general public all rely on economists to boil down their findings into bottom-line presentations. The most skilled economists can summarize their most important discoveries in television-ready sound bites. Other economists work with writers and producers to distill their insight into executive summaries and other pieces of communication that busy people can easily digest.
- **Competency in the use of technical analysis software.** As economists use more sophisticated tools to crunch numbers, today's degree programs train students on the most up-to-date systems. Understanding the latest software allows economists to work faster and solve more complex problems than their predecessors imagined possible.
- **Ability to recognize economic trends and patterns.** One of the most important skills an economist can develop is the ability to watch shapes and patterns emerge from raw data. By understanding the cyclical nature of markets and businesses, economists can more readily warn us of impending catastrophe or upcoming opportunities.

Emory University - Middle Eastern and South Asian Studies

<http://mesas.emory.edu/dept/mission.statement.htm> (6/2008)

Mission Statement:

The Department of Middle Eastern and South Asian Studies (MESAS) at Emory University is...

- an academic department in Emory College, which offers a major, as well as minors in Arabic, Hebrew, Hindi, Persian, Sanskrit and Mediterranean Archaeology.
- dedicated to teaching and research, and understanding the Middle East and South Asia from a variety of disciplines and perspectives.
- premised upon the importance of understanding the region through primary sources, whether textual, oral or material.
- committed to examining actively all subjects in a comparative context, unbounded by a particular ideology or perspective. Our classrooms and public fora seek to represent accurately the range of views and perspectives held by both the peoples in the region and by the scholarly community.

Through the courses, lectures, seminars and programming offered by MESAS, as well as the research conducted by its faculty members, the Department seeks...

- to explore the languages, literatures, history, religions, cultures, and ideas of the people of the Middle East and South Asia in their historic locations and in their diasporas.
- to help our students become proficient in the major languages, cultures and histories of the Middle East and South Asia.
- to approach the study of the Middle East and South Asia integrally, focusing on historical, cultural and religious continuities from the ancient Near East and Indian sub-continent through the Islamic period and up to the present day.
- to promote sound intellectual inquiry and civil discourse about the full range of issues that fall within our purview.
- to train our students in a variety of skills, including critical thinking and reading, the methods of historical interpretation, and clear, analytical writing that will help them to become leaders in a variety of fields and endeavors, including business, the professions, public service, and academia.
- to serve as a resource of information and programming for the greater public.

REQUIREMENTS FOR THE MAJOR

1. Three years study of languages of the Middle East or South Asia, including four semesters (normally 101-102, 201-202) of one language of the department (Arabic, Hebrew, Hindi, Persian, Sanskrit) and two sequential courses (normally 101-102) in another language taught by the department.
2. Two core courses: MESAS 100 and MESAS 200.

MESAS 100: Introduction to the history, geography, cultures and religions of the Middle East from the dawn of the Ancient Near East (3000 BC) to the period of European Colonial domination (ca. 1900).

MESAS 200: Exploration of themes such as identity, community, religion, and politics in the Middle East. Acquisition and development of skills in close reading, textual analysis, expository and analytical writing, and researching Middle Eastern topics.
3. ...

Clafin University - Business Administration with concentration in Finance

<http://www.clafin.edu/catalog/Business2008.pdf> (6/2008)

<http://www.clafin.edu/Academic/Business/Programs.html> (6/2008)

School of Business

General Objectives

Students who complete the degree requirements in Business Administration will:

1. develop the knowledge, analytical ability and balanced judgment to solve business problems;
2. understand individual disciplines in the business world as well as the interrelationship of each discipline to the whole;
3. understand necessary techniques for dealing with the economic, social and political environment of the business firm, especially quantitative techniques, technological skills and communication skills;
4. possess the needed skills for jobs that will be available upon graduation as well as for jobs that will be created in the future;
5. develop an appreciation of and respect for industry's role in the development of Western Civilization as well as the entire world and
6. receive encouragement and preparation to pursue advanced (graduate) studies and professional certifications.

Finance: The finance concentration prepares students for careers, graduate studies and certifications in corporate finance, investment finance and institutional finance. Students receive an in-depth understanding of financial management principles and their applications to business decisions. Particular emphasis is placed on developing analytical skills, use of technology and understanding of the complex financial markets the in global economy.

Specific Objectives for the Finance Concentration

Upon completion of the curriculum for Business Administration with concentration in finance, a student should be able to:

1. Understand the role of finance in the operations of a business organization;
2. understand the concept of time value of money and its applications in financial decisions;
3. comprehend the functioning of financial markets and pricing of financial equity and debt Instruments;
4. Understand the roles and responsibilities of financial managers at various levels.
5. Pursue certifications in finance professions;
6. develop the analytical skills and the ability to use computer technology to make complex Financial decisions for multinational business entities; and
7. pursue graduate studies in fields of finance.

UNC - Charlotte - Public Policy Ph.D.

<http://www.uncc.edu/ppol/> (6/2008)

Program Overview

The Ph.D. in Public Policy at UNC Charlotte is an interdisciplinary program focusing on the development, implementation, and evaluation of policy solutions to public problems. It stresses the development of applied analytic tool skills, advanced cognitive abilities, and topical specialties allowing students to tailor the program to the policy field of their interest.

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Degree Overview

The Ph.D. in Public Policy program is structured into three distinct phases: core course, policy field courses, and the dissertation. ... This structure is driven by three core principles:

Interdisciplinary Perspective

Effective policy analysis and policy formation is not informed by any single discipline. Rather, it requires an understanding of the historical, cultural, political, institutional, geographic and economic aspects that frame each policy arena.

Applied and Empirical Policy Analysis

Public policy is an inherently applied endeavor that seeks practical solutions and cogent analysis. While all research and analysis is informed by theory, the purpose of policy research is to elevate public discourse and improve public decision-making.

Place-Based Research

To exercise applied policy analysis in an interdisciplinary context, policy research must be place-based. Valid policy analysis, based on real data, applied to actual policy settings is one of the main strengths of the program. Students work with professors in numerous capacities to develop the practical skills underpinning place-based research.

Degree Structure

Core

Students must complete the core set of courses which focus on:

1. the nature of the policy field;
2. methods;
3. economic analysis.

Upon completion of the core, students must pass a set of qualifying exams.

Policy Field

After passing the qualifying exams, each student chooses a policy field on which focus. The program has five established policy tracks: Urban/Regional Development Policy, Health Policy, Social Policy, Justice Policy, Environmental and Transportation Policy.

Students can construct their own policy focus through work with faculty members. Upon completion of the field courses, each student must pass a comprehensive examination in their field.

Dissertation

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APPENDIX B: COURSE MAPPING NARRATIVE

Narrative for Crime and Justice in America as a GER 3 course

While this is an interdisciplinary seminar, with course numbers in Sociology, American Studies, and Public Policy, I intend that there will be a sociological core if for no reason other than that sociology and criminology are what I know. I will try to trace out the parameters of our collective efforts, and I will introduce most of the systematic, empirical, social scientific foundations for seminar participants. That does not mean that sociological interpretations or conclusions are privileged over those that derive from other approaches or methods.

How I approach the *expectations for learning* for GER 3:

Purpose:

The purpose of GER 3 is to introduce students to the systematic observation and analysis of human behavior and interaction. I emphasize sociological methods of observation throughout the seminar.

We read and critique Anderson's *Streetwise: Race, Class, and Change in an Urban Community* as an example of ethnographic research. I regard this work as an excellent example of how **not** to do ethnography. Students become more intimately familiar with the difficulty of field research through critical discussions of Anderson's work. The book by Bohm and Walker includes articles on a number of crime and justice topics, most of which introduce systematic sociological studies in order to critique widely-shared (and empirically wrong) public understandings.

Expectation 1:

Students will understand basic concepts, key theories, and methods used by social scientists.

The books by Anderson and by Bohm and Walker introduce core concepts, key theories, and research methods used by social scientists. I ask students to take turns leading discussions of chapters from these books. The instructions for discussion leaders provide the following:

- Students will read assigned materials and present brief summaries.
- Students will lead discussions by introducing questions that relate to the main analytical points and that encourage critical review of those points
- Students will guide discussions toward synthetic conclusions
- Students will identify and describe the synthetic conclusions
- Each student will lead the discussion on at least one – and I hope two – major assignment(s)
- Students will provide a written summary of the assigned material, approximately three main questions, and a synthetic conclusion

I critique and grade the oral and written presentations, paying attention specifically to the clarity of understanding of the concepts, theories, and methods.

Expectation 2:

Students will as appropriate, explain implications of social science findings for public policy.

Throughout the seminar, I ask students to think and talk about the policy implications of the empirical research presented in the required readings by Anderson, Bohm and Walker, and Zimring and Hawkins. The book by Zimring and Hawkins, who are public policy scholars, focuses on large scale questions about crime policy. The authors develop their critique of crime policy by examining systematic empirical evidence on violent crime and on public opinion. I ask students to develop and defend public policy proposals on both the midterm and final examinations. Some students will do semester projects that focus on social scientific findings and public policy.

Expectation 3:

Students will describe important findings of social science research.

See the description of “discussion leaders” project under **Expectation 1**. A central focus of the seminar is developing and defending conclusions on the basis of systematic evidence. Because this is an interdisciplinary seminar, I encourage students to consider diverse types and sources of evidence. Because I am trained as a social scientist, I overrepresent empirical findings from social science research. Three of the required books report on empirical findings from social scientific research and all class discussions are oriented at least in part to social science research findings.

The midterm and final examinations ask students to review and critique evidence, including social science findings, supporting various hypotheses and theories. Some students will do semester projects that focus on social scientific findings.

RESOURCES

INTERNET RESOURCES

- North Carolina State University Internet Resources for Outcomes Assessment: <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>
- CAAP - Collegiate Assessment of Academic Proficiency: <http://www.act.org/caap/>
- CLA - Collegiate Learning Assessment: http://www.cae.org/content/pro_collegiate.htm
- CSEQ – The College Student Experiences Questionnaire Assessment Program: <http://cseq.iub.edu/index.cfm>
- ETS TestLink – Educational Testing Service: <http://www.ets.org/testcoll/index.html>
- Higher Education Research Institute (HERI: CIRP, etc.): <http://www.gseis.ucla.edu/heri/index.php>
- Holistic Critical Thinking Scoring Rubric (HCTSR): <http://www.insightassessment.com/HCTSR.html>
- MAPP - Measure of Academic Proficiency and Progress: <http://www.ets.org/>
- NCHEMS - National Center for Higher Education Management Systems: <http://www.nchems.org/>
- NSSE - National Survey of Student Engagement: <http://nsse.iub.edu/>
- SSI: Noel-Levitz Student Satisfaction Inventory: <http://www.noellevitz.com/>

OTHER RESOURCES

- Angelo, Thomas A. and Cross, K. Patricia *Classroom Assessment Techniques*, 2nd ed. San Francisco: Jossey-Bass, 1993.
- Banta, Trudy W., Jon P. Lund, Karen .E. Black, and Frances W. Oblander. *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass, 1996.
- Bresciani, Marilee J. (Ed.). *Assessing Student Learning in General Education*. Anker Publishing, 2007.
- Bresciani, Marilee J. *Outcomes-based Academic and Co-curricular Program Review*. Stylus Publishing, 2006.
- Maki, Peggy L. *Assessing for Learning: Building a Sustainable Commitment across the Institution*. Sterling, VA: Stylus Publishing, 2004.
- Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*. Bolton, MA: Anker Publishing Company, Inc. 2004.
- Walvoord, Barbara and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass, 1998.