

## **UNIVERSITY CORE MISSION STATEMENT** **Fairleigh Dickinson University**

**For further information:**

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The University Core Program is dedicated to the education of thoughtful, open-minded, and curious individuals, who will need to deal with the complexity, ambiguity and difficulty of modern life and be able to participate responsibly and effectively in multiple communities. While the Core Program shares these goals with the entire University community, this program meets these goals by:

- 1) Offering a unique multidisciplinary curriculum that includes both discursive and non-discursive forms of expression;
- 2) Encouraging ongoing participation in a common intellectual discourse with individuals of varying backgrounds, majors and disciplines;
- 3) Emphasizing integrative learning and problem-solving strategies; and
- 4) Incrementally fostering critical thinking, interpretation, and writing skills over the four-course sequence.

### *University Core and Global Education*

Global education calls upon students to imagine themselves as global citizens, looking both at and beyond their nation, their sub-national group identities, and their selves. The four-course, 12-credit University Core sequence launches the University's global education mission, which exposes students to some of the most basic issues that confront us as responsible members of the human community.

The Core program draws on the talents and expertise of dozens of scholars and teachers from science and technology disciplines, the humanities, the social and behavioral sciences, and a variety of business fields. Transdisciplinary themes from common texts are threaded throughout the Core sequence and provide a foundation for a common intellectual discourse among students of different majors, cultural and ethnic backgrounds and lifestyles. These themes and texts provide the building blocks for an understanding of the interconnectedness of people and problems around the world, the evolution of a personal philosophy of life, cross-cultural awareness, and an understanding of the unique, but not unproblematic, place of America in the world.

Each course in the University Core sequence directly addresses a major aspiration of global education:

- 1) Through global education we take part in global dialogues and move closer to solving problems that require broad international conversation and cooperation. This aspiration is most fully realized in **The Global Challenge (CORE A)**
- 2) Through global education we explore basic features of human identity in their social and historical contexts, taking human rights seriously without taking them for granted. This aspiration is most fully achieved in **Perspectives on the Individual (CORE B)**
- 3) Through global education we encounter a variety of alternative cultural perspectives and, in doing so, also learn more about ourselves and our own cultural/societal norms and practices. This is the main thrust of **Cross-Cultural Perspectives (CORE C)**
- 4) Through global education we learn to take responsibility for our own particular place in the world, better understanding the norms and practices of this place in global context. This is the primary purpose of **The American Experience (CORE D)**

### *University Core Learning Objectives*

The specific learning objectives addressed within the University Core sequence have broad applicability for other areas of learning, as well as to the professional and personal experiences of our graduates. Some of these objectives are developed incrementally throughout the entire University Core sequence while others are introduced in particular University Core courses and then developed in at least one subsequent course.

#### ALL-CORE

- Ability to be thoughtful, open-minded, and curious
- Ability to live with the complexity, ambiguity, and difficulty of modern life
- Ability to participate responsibly and effectively in multiple communities (including the global community)
- Ability to integrate multiple bodies of knowledge to help solve complex problems
- Ability to integrate discursive and non-discursive (e.g., music, art) forms of expression
- Ability to participate in an ongoing common intellectual discourse without fear or prejudice
- Ability to practice critical thinking, writing and interpretation

## CORE A – THE GLOBAL CHALLENGE

- Familiarity with complex global problems, including economic, environmental, conflict, and health/population concerns
- Ability to apply empirical and ethical approaches to complex global problems, including economic, environmental, conflict, and health/population concerns
- Ability to use technology for purposes of research, communication, and community-building
- Understanding of what it means to be an active/self-directed learner

## CORE B – PERSPECTIVES ON THE INDIVIDUAL

- Ability to grapple seriously with the question of what makes an individual
- Ability to examine numerous personal philosophies and value systems incorporating ideas from multidisciplinary perspectives
- Ability to participate in thoughtful analysis and active discourse that calls for the critical examination of one's own personal value system and which may call upon one to modify, change or affirm a belief system
- Ability to compare specific aspects of eastern and western thought

## CORE C – CROSS-CULTURAL EXPERIENCE

- Familiarity with multiple cultural perspectives
- Ability to examine and deconstruct inherent ethnocentrism in light of these perspectives
- Ability to engage in a comparative analysis of complex social, economic and political structures
- Ability to facilitate the examination of varying belief systems at home and with widening perspectives

## CORE D – THE AMERICAN EXPERIENCE

- Ability to integrate knowledge of the world, the personal self and other cultures in a capstone course
- Ability to examine/reexamine American norms and practices and to develop a more comprehensive understanding of what it means to participate in American society
- Ability to develop conceptual and critical tools necessary to evaluate the American experience beyond classroom materials, in personal and professional life and through supervised research
- Understanding American's unique place in the world including the perception and impact of America's role on the rest of the world

<b>UNIVERSITY CORE LEARNING MATRIX</b>		<b>C O R E  A</b>	<b>C O R E  B</b>	<b>C O R E  C</b>	<b>C O R E  D</b>
<b>1</b>	Be thoughtful, open minded, and curious				
<b>2</b>	Live with complexity, ambiguity, and difficulty				
<b>3</b>	Participate responsibly and effectively in multiple communities				
<b>4</b>	Integrate multiple bodies of knowledge				
<b>5</b>	Integrate discursive and non-discursive (e.g., music, art) forms of expression				
<b>6</b>	Participate in an ongoing common intellectual discourse				
<b>7</b>	Practice critical thinking, writing and interpretation				
<b>8</b>	Use technology effectively for research and communication				
<b>9</b>	Apply ethical and empirical approaches to global problems				
<b>10</b>	Demonstrate familiarity with major global problems				
<b>11</b>	Engage in active/self-directed learning				
<b>12</b>	Begin to explain what constitutes an individual				
<b>13</b>	Examine, compare and evaluate complex value systems				
<b>14</b>	Examine personal value system through analysis and discourse				
<b>15</b>	Compare aspects of eastern and western thought				
<b>16</b>	Be familiar with multiple cultural perspectives				
<b>17</b>	Examine, understand and deconstruct ethnocentrism in light of these perspectives				
<b>18</b>	Engage in a comparative analysis of complex social, economic and political structures				
<b>19</b>	Evaluate value system at home through broadening perspective				
<b>20</b>	Integrate knowledge of the world, the personal self and other cultures in a capstone course				
<b>21</b>	Examine and deconstruct fundamental American values				
<b>22</b>	Understand the unique place and perception of America in the world				
<b>23</b>	Apply conceptual tools to American experience beyond the classroom				