

DOANE UNIVERSITY
UNDERGRADUATE CORE CURRICULUM COMMITTEE

Core Curriculum
Course Substitution Request Form

Student's name _____ Date _____

Student's ID# _____ Student's Mailbox # _____

Class level at Doane: FR SO JR SR (circle one)

Catalog year/year of entry: _____

Advisor's name _____

Description of proposed substitution _____

In addition to the above information, the student must attach a letter, signed by the student, his/her faculty advisor, and any other appropriate members of the faculty who would be knowledgeable concerning the request. The letter must include a:

- statement of the proposed substitution
- detailed background for the request explaining why the substitution is needed
- detailed rationale explaining how this substitution is the best available alternative providing the student a comparable experience and how the student demonstrated at least two of the FAK area outcomes (outcomes are provided at the end of this document)

The student must attach this form to his/her letter of request and submit it to the Faculty Office on or before the first of each month.

Requests will be addressed at the next regularly scheduled meeting of the committee.

Foundational Areas of Knowledge Descriptions and Outcomes

A. Community and Identity

Students will gain a greater understanding of themselves and the communities in which they live and work, and how identity is formed through the interaction of the individual and larger society. Students will work to:

1. Explore dimensions of human experience with regard to perceptions of self
2. Understand how individuals interact to form communities and social structures
3. Analyze the practical and ethical implications of interactions between individuals and those social structures

B. Mathematical Reasoning

Students will learn basic strategies of mathematical thought in order to analyze complex scenarios, make connections, solve problems, explain conclusions, and think more effectively. Students will work to:

1. Analyze and model mathematical situations using a variety of techniques to solve problems effectively
2. Communicate a clear understanding of conclusions
3. Apply mathematical systems of thinking

C. Rhetorical Communication

Students will use language purposely and effectively to become more thoughtful communicators, more keenly aware of what they are doing and why in each phase of the communication process. Students will work to:

1. Analyze rhetorical context (purpose, audience, genre) and operate accordingly in oral and/or written communication
2. Support a clear argument with appropriate evidence and analysis in a focused and organized way
3. Understand effective communication as a process that involves reasoned decision making and multiple steps including planning, invention, drafting, feedback, revision, and editing

D. Global and Cultural Contexts

Students will gain a greater understanding of the foundations of the modern world and interconnections of global cultures. Students may address complex questions about race, gender, nationality, religion, law, economics, business and/or politics in order to understand multiple cultural perspectives. Students will work to:

1. Understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic and/or legal structures
2. Interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience
3. Create a refined empathetic understanding of a multifaceted world

E. Scientific Perspectives

Students will gain a greater understanding of scientific thinking and applications using core ideas in a course that includes a laboratory or field experience. Students will consider the complexities of scientific methodologies in one or more disciplines of the natural sciences, the scientific context of issues they will confront as informed citizens, and the scientific impact on the global community. Students will work to:

1. Employ methods of science for inquiry in a scientific discipline
2. Develop their scientific literacy and ability to critically evaluate scientific information
3. Consider the ethical and social implications of scientific study and use of scientific findings

F. Human Creativity

Students will understand the complex layers of the creative process, its reflection of human society and its power to impact. Students will work to:

1. Critically analyze and interpret artistic and/or aesthetic expression
2. Develop skills in creative expression through creative work
3. Use their insights to articulate the role of creativity in the examination of the human condition

G. In Search of Meaning and Values

Students will consider the importance and significance of what it means to be human.

Students will work to:

1. Consider ways that humans have come to understand the meaning of existence
2. Evaluate the philosophical or spiritual implications of human actions and policies
3. Develop an understanding of their ethical values