

**Report of the
General Education Task Force
University at Buffalo (SUNY)**

**The UB Core Curriculum:
Learning for Life**

February 2010

Contents

Preface

- (1) Our Report
- (2) General Education at UB: Objectives and Purposes
- (3) The UB Core Curriculum: Learning for Life
 - (a) UB as a Comprehensive Research University
 - (b) UB as a Place for Undergraduates
 - (c) UB as the Training Ground for Professional Life
 - (d) UB as an International University
- (4) Core Principles
 - (a) Promoting Basic Skills and Competencies
 - (b) Integrating Knowledge
 - (c) Utilizing UB's Infrastructure
- (5) Ethical Reasoning
 - (a) Objectives
 - (b) Approaches
- (6) Global Perspectives
 - (a) Objectives
 - (b) Approaches

Roadmap for Further Discussion

Summary

- Appendix
- (a) Charge of March 25, 2009
 - (b) List of Task Force Members

Preface

In March 2009, Provost Satish Tripathi and the University at Buffalo (UB) Faculty Senate jointly constituted a university task force to review UB's General Education program. Representatives from the College of Arts and Sciences, the Schools of Architecture, Engineering, Management, Medicine, and Public Health as well as from the UB Libraries and the undergraduate and graduate student bodies were appointed to this task force. The UB Provost and the Faculty Senate asked the task force to work toward "creating a distinctive and innovative General Education program that responds to the changing educational and intellectual realities of our increasingly global world." Specifically, the General Education Task Force was charged with

- taking a holistic view of the General Education program, focusing on its underlying philosophy, intellectual purposes, and educational mission;
- considering the opportunity to create a new signature program for the University at Buffalo while complying with the existing SUNY General Education requirements; and
- defining the role of a new General Education program within the mission of the University at Buffalo at large.

The General Education Task Force accepted its task with great enthusiasm. It extensively reviewed existing General Education programs in the United States and convened in thirteen plenary sessions between March and December 2009. Additionally, the Task Force formed sub-committees which met separately and focused on the themes of integrating knowledge, ethical reasoning, and global perspectives in a future General Education program. Task Force meetings included discussions with experts invited from the wider university community, representing Transfer and Articulation Services, the Interdisciplinary Science Program, the Teaching and Learning Center, the UB Libraries, and Biological Sciences. Moreover, the Task Force's co-chairs presented preliminary ideas to the Faculty Senate, the Faculty Senate Academic Planning Committee, UB's Council on International Studies and Programs (CISP), UB's associate deans of undergraduate education and at meetings of UB's undergraduate advisors.

(1) Our Report

This report is meant as a starting point for a campus-wide discussion about the educational mission, institutional place, and future contents of UB's General Education program. The Task Force is well aware of the important technicalities and issues of implementation involved in developing a new General Education program, including—but not limited to—questions of transfer and articulation, credit points, and institutional resources. All of these deserve discussion in depth.

This report, however, has a different purpose. It suggests that the University at Buffalo at large embraces General Education—at this early stage of discussion—as an intellectual challenge and as a unique opportunity to enhance the experience of UB's undergraduate students. This report is thus not about “fixing things” but about how we can move forward. It presents ideas that may serve as a guide for shaping a distinctive General Education program located at the core of our university's undergraduate experience. Our report presents a vision to be discussed by all members of the UB community. It is motivated by the desire to position UB through a new General Education program in the dramatically changing landscape of learning, research, and higher education in the twenty-first century.

(2) General Education at UB: Objectives and Purposes

The members of the Task Force seek to make General Education at our university more exciting, more distinctive, and more responsive toward students' needs. We understand General Education as a way of fostering learning across disciplinary boundaries and throughout all undergraduate years. We believe it is important to move from a set of static and often disconnected requirements to create an environment of knowledge that embraces General Education as an opportunity to learn for life. We conceive of General Education as a way of learning that utilizes technological and research advances and is committed to enduring human values. These values include respect for human rights and tolerance for the diversity of cultures, at home and in the international arena; an interest in dealing in responsible ways with our natural resources and cultural environment; and a sense of citizenship

as members of multiple local, national, and global communities. We are suggesting, too, a name change that is meant to capture these objectives and purposes. This report articulates a vision for transforming the existing General Education program into the *UB Core Curriculum: Learning for Life*.

(3) The UB Core Curriculum: Learning for Life

The existing General Education program puts into practice a SUNY-wide mandate. It is also the result of various efforts over the course of the past twenty years to reform General Education at UB. The Task Force fully acknowledges these efforts as well as the high quality of instruction in many General Education courses. However, the Task Force has also identified—not surprisingly—serious problems and challenges. The current program is too often perceived as a long laundry list of requirements that students want to “get through.” By providing school specific exemptions from certain requirements, especially the foreign language requirement, General Education is also often perceived as unfair and incoherent. The existing program lacks a sense of ownership on the part of students and faculty alike; it’s not ours. Students, faculty and advisers ask, rightly, for the overarching purpose and educational mission of our General Education program. They also ask why both are not being sufficiently explained to the university community and prospective students.

The Task Force’s recommendations aim at transforming the existing set of requirements into a more coherent and more appealing program that finds its rationale not in static categories defined by SUNY, but in its value for meeting the challenges of the twenty-first century. The success of this transformation will hinge on our willingness to integrate knowledge generated by the various disciplines and schools that exist at UB, to live up to the values that we as a university subscribe to, and to infuse more global perspectives into the curriculum. Creating a sense of ownership for the *UB Core Curriculum* on the part of students, faculty, and administration alike is essential to revitalizing our General Education program.

The Task Force sees the *UB Core Curriculum* as central to learning, teaching, and research at our university. It understands the *UB Core Curriculum* as a signature program of UB that can help in recruiting and retaining students and adds a distinct layer to the education they receive in the disciplines they are choosing. The *UB Core*

Curriculum should be at the core of the undergraduate experience at UB. This status needs to be articulated to the wider public, too. The General Education information on the university website and in print material needs to reflect the core status of this program and be freshened up both verbally and graphically. Careful attention should be given to crafting language that concisely conveys UB’s strengths and thus engages the current and future generation of undergraduates.

In particular, a new understanding of what constitutes General Education at UB needs to be fostered by articulating—in the objectives as well as in the contents of the *UB Core Curriculum*—UB’s existing institutional, educational, and research strengths.

(a) UB as a Comprehensive Research University

Our mission to undergraduates is to provide a distinct and lively education that reflects and engages the great diverse capacities of the university. The *UB Core Curriculum* should capitalize on the broad portfolio of our university. It should engage all schools, including the professional and graduate schools: Architecture, Education, Engineering, Law, Management, Dental Medicine, Public Health, Nursing, Pharmacy, and Social Work, along with the College of Arts and Sciences. Expertise, questions, and strategies of inquiry from all these schools deserve to be integrated into the *UB Core Curriculum*. Specifically, the *UB Core Curriculum* should aim at creating links between what is now being called “General Education” and discipline specific requirements. The *UB Core Curriculum* will serve these goals best by emphasizing on all curricular levels and in all courses the fundamental need to acquire, practice, and perfect basic skills—such as writing, reading, and articulating arguments in a logical way.

(b) UB as a Place for Undergraduates

The *UB Core Curriculum* places the undergraduate experience at the center of UB’s mission at large. It thus builds on recent initiatives designed to enhance the educational experience of undergraduates at UB. Today our students benefit, for example, from the Honors College, the Undergraduate Academies, the Discovery Seminar Program, and the Center for Undergraduate Research (CURCA). The *UB*

Core Curriculum should capitalize on these initiatives and their underlying philosophy, i.e., the desire to embrace UB as an exciting place for undergraduate studies.

(c) UB as the Training Ground for Professional Life

The Task Force acknowledges that most of our students are motivated by concerns about their future professional careers and see a university education through a pragmatic prism. These concerns are legitimate and should be recognized in the *UB Core Curriculum*. We want to help our students to realize that they will succeed better in the global labor market—and in their life beyond college—if they know how to cross borders between disciplines, connect pragmatism and idealism, and gain the ability to combine practical skills with cultural competencies. A main goal of the *UB Core Curriculum* is thus to integrate fundamental scientific, interpretive, and artistic forms of knowledge and to strengthen ethical and critical competencies for the purpose of facilitating our students' personal, social and career goals.

(d) UB as an International University

Our university is characterized by its international outlook, especially given its location on an international border. Among public and private universities in the United States, UB is distinguished by its high international enrollment of undergraduates and by its environment of rich cultural diversity. The Task Force recommends that the *UB Core Curriculum* reflects and further enhances UB's outreach into the world, as well as our university's successful international recruitment, by integrating more forcefully into its content more international issues and questions arising from the various processes of globalization.

(4) Core Principles

How can the above mentioned goals and purposes of the *UB Core Curriculum* be translated into more specific educational objectives, learning outcomes, and teaching practice? The Task Force cannot and does not want to offer a blueprint that would

pretend to provide—in one stroke—sufficient answers to this question, which touches on methodological and practical issues of enormous complexity. The Task Force suggests, for this first phase of discussion, to focus on three closely linked core principles: (a) The *UB Core Curriculum* should aim at equipping students with basic skills and competencies that cut across the disciplines and serve them well in their future personal and professional lives. (b) The *UB Core Curriculum* should be guided by the idea of creating opportunities for students to integrate forms of knowledge and methods of inquiry that derive from the varied disciplines present at UB. (c) The *UB Core Curriculum* should utilize the rich, existing infrastructure of research, teaching, and learning at our university.

(a) Promoting Basic Skills and Competencies

The Task Force is fully cognizant of the need—emphasized, rightly so, by faculty, advisors, and students alike—to assist undergraduate students in acquiring foundational skills that are needed to thrive in personal, academic and professional contexts. These include

- basic mathematical skills
- an appreciation for scientific principles and concepts
- the responsible use of modern information technologies and—more broadly—a basic competence in acquiring, analyzing, and documenting information
- the ability to identify the ethical implications of our doing and thinking as students, scholars, and citizens
- a basic understanding of the geography, history, and cultural diversity of our world
- the ability to speak and write standard English
- a competence in communicating with people of different cultural, ethnic, and linguistic backgrounds, including the ability to learn and improve proficiency in foreign languages
- the ability to make sound choices regarding physical and mental health as well as to make responsible financial decisions.

The Task Force suggests that the university investigate further how existing courses, such as UB 101, Methods of Inquiry, and the writing courses, can further the goal of integrating basic skills with the *UB Core Curriculum*. Courses such as these should be linked to the exploration of interdisciplinary themes as well as tied in with discipline specific requirements.

(b) Integrating Knowledge

The Task Force recognizes a dynamic understanding of knowledge that links theoretical reflection, practice, and experience. Specifically, it sees the *UB Core Curriculum* as an ideal platform to create opportunities for integrating knowledge that is being generated in the distinct disciplines and schools on campus. Adopting an integrative approach to knowledge and learning will be vital in shaping a new *UB Core Curriculum* that aims to engage the imagination and interests of students and faculty alike.

The Task Force recognizes that few real-life problems lend themselves to easy solutions through utilizing the skills and practices of one discipline alone. The most compelling problems we face in today's world (e.g., international tensions and conflicts between ethnic and religious groups; the distribution of wealth; creation of civil societies; access to education worldwide; gender equality; and responsible ways of dealing with natural resources, to name only a few examples) require the integration of various forms of knowledge and therefore the coordination of many knowledge-makers and practitioners.

To accomplish such integration requires that we help students recognize what kinds of questions and practices are necessary in order to address the many challenges and policy issues they will face in the world. In their future professional lives, our students will themselves be asked to integrate knowledge derived from diverse sources and to work with others. The future *UB Core Curriculum* should aim at engaging our students and inspiring them to recognize that knowledge begins with asking questions. Exploring how different disciplines formulate, ask, and then answer questions and how different kinds of knowledge are generated will go a long way toward making our students engaged students.

The Task Force therefore suggests that the second phase of discussion about the *UB Core Curriculum* should focus on potential strategies to achieve the objective of

integrating knowledge. It also believes that it will be particularly helpful to define themes at the intersection of different schools and disciplines that touch on significant issues in today's world and appeal to many audiences. Examples may be: Environment and Natural Resources; Climate; Justice; Ethical Reasoning; Civil Society; Conflict and Peace; Human Rights; Globalization; the Human Body; Health and Wellness.

Of particular importance in this regard might be *UB Core Curriculum* courses typically taken by students during the freshman year. Orienting World Civilizations and introductory science courses toward common themes would prove pivotal to the goal of integrating knowledge. Students would thereby receive multiple, disciplinary-based perspectives on themes, problems and issues as well as specific cases that would integrate historical, social, cultural, and scientific forms of knowing and of knowledge, at the very least. As a pedagogical and methodological strategy, the Task Force promotes the use of case-studies, or case-based problems, as a source for instruction, discussion, and assignments.

From the point of view of curriculum design, establishing common themes would require advance planning by faculty across many disciplines, as well as a system for block registration to guarantee that students seeking to enroll in courses related to a particular field can register for two or more associated courses. The other lynchpin to making the integrative approach work, while linking it powerfully with the desire to promote basic skills, is the inclusion of the writing requirement (currently, ENG101/201 or 102). The near-universal requirement of a writing course—one of the few courses that is explicitly skill-based and that emphasizes practice—presents an opportunity to link courses and the freshman-sophomore learning experience together in ways that can be deeply meaningful and meaningfully integrative. This approach therefore entails coordinating student enrollments in World Civilizations, science, and writing courses.

We invite thoughtful discussion of this core principle of integrating knowledge. In future meetings with the UB community, the Task Force would like to serve as a platform to discuss how common themes, case-studies approaches to teaching, and forms of collaborative learning might be developed, especially at the freshmen and sophomore levels.

(c) Utilizing UB's Infrastructure

A new theme-oriented approach to the *UB Core Curriculum* will require the collaboration of a diverse set of disciplines to engage, develop, and instruct in innovative ways. This would give special importance to expertise provided by UB's professional schools. UB's professional schools offer an enormous, underutilized potential for the future *UB Core Curriculum*: they bring effective perspectives and much needed thematic knowledge. Their involvement in a new *UB Core Curriculum* may require some kind of incentive-based program. A possible option could consider some of the lower-level introduction to Engineering and/or Management courses as possible candidates for *UB Core Curriculum* offerings. These courses could be expanded to include societal, environmental, historical, and global considerations in addition to the existing technical and financial issues.

Furthermore, the Task Force suggests connecting, at the discretion of the instructors, new interdisciplinary themes to the UB Libraries, the Honors College, the Discovery Seminar program and the three Undergraduate Academies: Civic Engagement, Global Perspectives, and Research Exploration. The Undergraduate Academies are particularly suited for sponsoring shared events that would be closely aligned with themes informing specific topical clusters. Such events might include films and lectures relevant to the cluster, or assigning common readings, such as a course packet or a single non-fiction or fiction book on the theme.

To foster conversations across the disciplines, the Task Force suggests expansion over multiple semesters of the current *UB Reads* program. Series like Babel, the Distinguished Speakers series, and initiatives emerging from the Baldy Center, the Humanities Institute, and the National Center for Case Study Teaching in Science as well as from the Strategic Strengths activities might also offer alliances and potential for integration and faculty innovation.

Finally, the current dissemination of information about the rich array of visiting speakers, cultural activities, clubs, sports/recreation activities and opportunities for public service is fragmented and ineffective. This could be addressed by the development of a concise, centrally coordinated and well-designed campus communication tools such as a web-based calendar and a newsletter to all faculty and students.

Guided by the above mentioned goals and purposes, the Task Force has explored two aspects it deems to be of particular importance for the *UB Core Curriculum*: Ethical Reasoning and Global Perspectives. Both may define interdisciplinary themes and, at the same time, trajectories for framing the *UB Core Curriculum* at large.

(5) Ethical Reasoning

(a) Objectives

For many students, the university provides their first exposure to ideas from diverse sources and people from a broad range of backgrounds with value systems that differ from their own. UB offers an ideal environment within which to explore a range of ethical frameworks—standards of conduct and codes of moral values that are tied to particular philosophies, religions, political systems, professions or other groups. One of the major goals of the *UB Core Curriculum* should be to prepare students for the ethical challenges they will face in their personal and professional lives. Ethical reasoning is vital to independent thinking. Reflection on one's own sound decision making is crucial to living a full and rewarding life. These skills are particularly important to many undergraduates who, during their time at UB, are faced with a multitude of choices as they make the transition from home and family to independent adult life. Ethical reasoning skills help students reflect broadly on how to live and what kind of people they wish to become.

The *UB Core Curriculum* should introduce students to a broad range of conflicting forces that shape our lives socially, economically, and politically—forces that require continuous re-evaluation of concepts such as justice, equality, tolerance and, most recently, sustainability. Courses should emphasize critical thinking about relationships between human beings and nature; between individual and collective well-being; between rights and responsibilities; and between personal, local, national, and global concerns. An ethical component of undergraduate education at UB should equip students to:

- evaluate and use information effectively and responsibly

- think critically about alternative ethical perspectives in order to define and assess their own ethical positions
- practice ethical decision-making in their chosen fields
- make responsible personal health choices as well as understand public health issues
- understand basic financial concepts in order to make sound personal financial decisions and participate responsibly in the global economy
- work independently and collaborate with others, including developing productive working relationships with the diverse body of students, faculty and staff at UB
- make informed choices in their professional work and in the many layers of personal, family, and community relationships that shape their lives, both now and in future
- make positive contributions to a complex, multicultural world—whether as children or parents, employees or employers, citizens or leaders.

(b) Approaches

The Task Force envisions a layered approach to achieving these objectives that would begin with orientation and continue through an upper-division course. Specifically it makes the following recommendations:

- First-year and sophomore required *UB Core Curriculum* courses should include the examination of an ethical issue in the context of the disciplinary viewpoint from which they are taught. In addition, there should be a historical component – a sense of relating ethical dilemmas from the past to contemporary issues.
- A new upper-level *UB Core Curriculum* requirement should be introduced to forge a connection between first-year/sophomore foundation courses and the curriculum in the student’s major. This requirement would provide a foundation for thinking about ethical issues based on discourses and practices within the student’s chosen intellectual and professional community. The course would require a research paper or project focused on an ethical issue or topic. Because academic oversight is critical, the Task Force’s view—which conforms to current practices in the UB General Education program—is that internships, public service, and various forms of service learning would not satisfy this requirement.

This upper-level course would be the closing *Core Curriculum* requirement, to be completed in the junior or senior year.

- Physical and mental health literacy is a crucial part of making sound, healthy decisions, living a healthy life, and helping to build a healthy society. A series of modules focused on personal and public health could be developed that would incorporate many components of general education: critical thinking, information literacy, quantitative literacy, problem-solving skills, local and global engagement, and ethical reasoning. We would need to do further research in partnership with campus organizations such as the Office of Student Affairs, Student Life, Student Advising Services, and the School of Public Health and Health Professions in order to determine how health literacy is currently being addressed, the best structures for health-literacy education, and what sorts of resources would be required to maintain or enhance our current efforts.
- Financial literacy is crucial to undergraduates as many are making significant financial decisions for the first time. In order to be informed and ethical participants in a global economy, students need to be familiar with the effects on individuals as well as on national and international economies of markets, fiscal and monetary policy, economic development, economic growth, and globalization. In addition, learning and practicing financial skills as undergraduates provides students with a foundation for lifelong financial well-being and also helps to prevent the poor academic and job performance that often accompanies financial distress. Financial literacy can be achieved through multiple approaches including sessions during orientation, online training modules (such as games that focus on specific skills), residence-hall adviser training, modules aimed at graduating seniors, and courses.
- The library skills workbook, provided by the UB Libraries, should be renamed to reflect the broader scope of information literacy questions facing undergraduates. The requirement should include the challenges of handling information from a variety of sources, and should cover topics such as information management and evaluation; academic integrity questions including acknowledgment of sources and accuracy of data; and digital media practices such as intellectual property issues and privacy in social networking culture. The requirement could also have a thematic module on individual and collective responsibilities related to these topics. The information literacy requirement could serve as part of the

competencies requirement and would be required in the first year, preferably in the first semester.

(6) Global Perspectives

(a) Objectives

The specific situation at UB reflects developments that have been tangible for the last two decades at colleges and universities across the United States: the number of international students studying in the United States has grown, and more and more faculty with an international background are being hired. Study Abroad, exchange, and partnership programs all contribute to the growing involvement of American universities in the rapidly globalizing world. Due to its location, the impressive record of its vice-provostal office of international education, and its successful international recruitment, UB in particular is called upon to respond to, and help shape, the processes of globalization through:

- integrating more global content in our curricula
- enhancing students' awareness about foreign cultures and global issues
- expanding opportunities for experiential learning on the global stage
- promoting the communicative, cognitive, and social skills that the students of the twenty-first century need in order to succeed in the global culture and labor market.

In targeting these concerns, therefore, the Task Force strongly recommends that the *UB Core Curriculum* should embrace this globalizing momentum and highlight global perspectives and international issues. The University at Buffalo has already identified as an institutional priority the need to further internationalize our programs, our research, and our student life. UB's leadership has endorsed the recommendations of the 2007 International Strategy Task Force, documented in the comprehensive report on "The Global Imperative: Making UB an International University." UB's Council of International Studies and Programs (CISP) has been charged with working toward the implementation of the International Task Force's report.

The ISTF report and CISP both identify UB’s General Education curriculum as a critical tool in the internationalization of our institutional and intellectual priorities. The “Global Imperative” report explicitly demands that we “integrate global perspectives across the length and breadth of the curriculum” and, specifically, to “incorporate/enhance international content and perspectives in General Education courses.”

Against this background, the Task Force sees the discussion about the *UB Core Curriculum* as a crucial step toward aligning the rationale and goals of our undergraduate education with UB’s “Global Imperative.” The *UB Core Curriculum* should have the capacity and potential to produce students who are well equipped to immerse themselves as strong and committed participants in the global community. The Task Force suggests that such a future program should

- present itself as a set of opportunities designed to help students immerse themselves into the global world
- provide a foundation for students seeking to acquire the competencies and skills needed in an increasingly global labor market
- assist undergraduate students in acquiring and using communication skills in order to understand and converse with people and ideas across geographical, cultural, and political demarcations.
- understand the distinctiveness of our own society and its diversity, and, at the same time, recognize how our society is connected in multiple ways with actions, ideas, and people outside its borders.

(b) Approaches

The place of foreign language study within the UB Core Curriculum raises an especially sensitive issue. The Task Force recognizes the essential place that language study occupies in the modern world—in particular in the United States, where language study lags behind its counterparts in much of the industrialized world. The committee has noted that the current Foreign Language requirement is required of only some undergraduates, and that several departments have received a waiver of this requirement. The New York State Regents system of high school education, the demands of many of our undergraduate professional and artistic degrees, and teaching

resources combine to make the consistent application of this requirement difficult at UB.

The Task Force recommends a concerted, university-wide focus on the broad issue of foreign language study—comparable to the efforts that have been made to address issues related to General Education and UB’s “global Imperative” —with the aim of making the study of foreign languages and cultures available to a broader range of students and fully integrated into the UB Core Curriculum. This review should explore how we as an institution and a place for learning for life can provide the best possible structure for training our students in foreign languages and introducing them to the distinctive features and history of societies around the globe. Such a review should also be guided by the objective of helping our students acquire communication skills that will help them achieve their personal and career goals in a global world. Any assessment of these complex issues will need to factor in the content of a variety of courses offerings, required institutional resources, and the use of modern learning technologies.

Furthermore, the Task Force proposes to:

- reshape the “depth” requirement as a “breadth” requirement, expanding this to include study abroad experiences and experiences that involve local communities of different immigrant populations; this requirement could also provide a forum where UB’s international students and faculty could engage in more dynamic exchange with domestic faculty and students;
- create a global component in several of our future *UB Core Curriculum* requirements—Natural Sciences, Social Sciences, Mathematics, Fine Arts, etc.;
- involve all undergraduate students in the exploration of foreign languages and/or international communication;
- offer incentives to individual faculty and departments (including departments within our professional schools) to develop entry level courses that highlight global perspectives and explore, for example, international conflict and transnational relations, global markets, and environmental issues across borders.

Roadmap for Further Discussion

The Task Force has been asked to be in place throughout the academic year 2009-10. It recommends that the spring semester 2010 be used to begin a campus-wide conversation about the new *UB Core Curriculum* based the Task Force's report. To facilitate this process, the Task force suggests publicizing this report and discussing it on the decanal, school, and departmental levels; seeking a conversation with all vice-provostal offices and the UB Faculty Senate as well as the advising community and the UB Libraries; and using a web platform to provide additional materials and collect feedback.

Summary

The Task Force recommends a transformation of the existing General Education program into the *UB Core Curriculum: Learning For Life*. The new *UB Core Curriculum* is meant to engage students and faculty alike and to focus on students' needs in the twenty-first century. The *UB Core Curriculum* emphasizes ideas of individual and collective responsibilities, global perspectives, and forms of learning that integrate knowledge from various disciplines. It should be seen as core to UB's mission as a research university and a signature program of our university. The rationale of the *UB Core Curriculum* should be articulated clearly to our current and prospective students.

The *UB Core Curriculum* invites all schools and disciplines to participate in and take ownership of the new signature program, and to help transform it into a foundational experience for our undergraduate students that is geared toward equipping them with basic skills and competencies needed for life beyond college.

APPENDIX

(a) Charge of March 25, 2009

General Education Task Force

Charged Jointly by the Provost and Faculty senate

March 24, 2009

Over the past few years, the University at Buffalo has enhanced the educational experience of our undergraduate students. Today our students benefit, for example, from the Honors College, the Undergraduate Academies, the Discovery Seminar Program, and many opportunities to participate in faculty-mentored research and creative activities.

As part of this ongoing effort to provide our students with a transformational undergraduate education, we are forming a General Education Task Force. The main charge of the Task Force is

- To create a distinctive and innovative General Education program responds that responds to the changing educational and intellectual realities of our increasingly global world.

More specifically, we ask the Task Force

- To take a holistic view of the General Education Program, focusing on its underlying philosophy, intellectual purposes, and educational mission;
- To consider the opportunity to create a new signature program for the University at Buffalo while complying with the SUNY General Education requirements;
- To define the role of a new General Education program within the mission of the University at Buffalo at large;
- To submit a preliminary report by December 15, 2009.

(b) List of Task Force Members

Co-Chairs	
Andreas Daum, Professor	Associate Dean, VPUE, CAS, History
Diane Christian, SUNY Distinguished Teaching Professor	Faculty Senate, CAS, English
John Thomas, Professor and Director-HSBC Center for Global Business Leadership	Dean Emeritus School of Management
Members	
Sampson Blair, Associate Professor	CAS, Sociology
James J. Bono, Associate Professor & Chair	Medicine and CAS, History
Austin Booth, Librarian	UB Libraries
William Duffy, Graduate Student (Fall 2009)	Graduate Students Association
Dale Fish, Associate Professor, Associate Dean	Public Health
Todd Hennessey, Professor	CAS, Biological Sciences
Robert Hoeing, Chair, Faculty Senate	Faculty Senate, CAS, Linguistics
Jeri Jaeger, Professor, Associate Dean	CAS, Linguistics
Nicole Jowsey (Spring 2009)	Graduate Students Association
Robert Knopf, Professor	CAS, Theatre
Annette LeCuyer, Professor	Architecture
Jennifer Lewis, SUNY SA Delegate (Fall 2009)	UB Undergraduate Student Association
Kemper E. Lewis, Professor	Engineering
Don McGuire, Dr.	CAS, Classics & Director CAS Undergraduate Initiatives
Cristanne Miller, Edward H. Butler Professor & Chair (Spring 2009)	CAS, English

Janet Morrow, Professor & Associate Chair	CAS, Chemistry
Kathryn Pryzbyla (Spring 2009)	Undergraduate Student Association
Doreen Wackeroth, Associate Professor (Spring 2009)	CAS, Physics
Claude Welch, SUNY Distinguished Service Professor	CAS, Political Science
Ex Officio	
Michael E. Ryan Professor and Vice Provost for Undergraduate education	Engineering
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