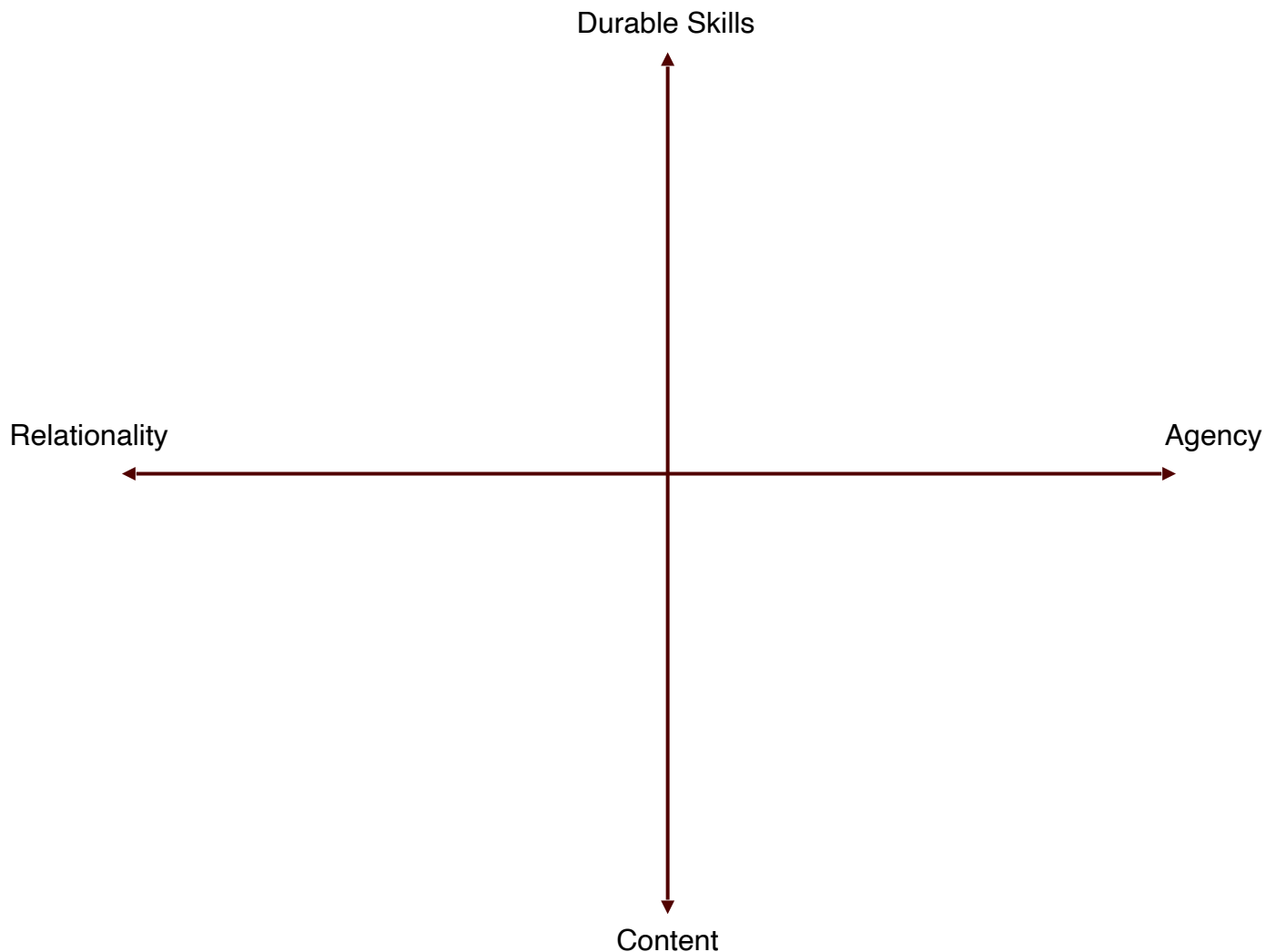


Curriculum is World Readiness: CONCEPTUAL MODEL

World readiness asks us to think beyond the immediate question of job preparation without dismissing it. It invites us to design undergraduate education for **work, life, and citizenship**, including purpose, adaptability, and meaningful participation in a rapidly changing world. The challenge is not to choose between durable skills and disciplinary knowledge, or between human relationships and student agency, but to hold those tensions productively.

Mapping Exercise

Choose one course, degree, program, or campus learning experience. Place it where it currently lives. Then mark where you would want it to move. Use the back for guiding questions and frameworks.



What did you map?

Where should it move?

Where is it now?

What would need to change?

Big Questions

- What kind of world are we preparing students to enter, inherit, repair, and remake?
- What do our students need to practice, not just know?
- Where does our curriculum help students connect knowledge across disciplines, people, problems, and communities?
- Where are students invited to develop agency, judgment, purpose, and voice?
- Where do our programs unintentionally reduce education to completion, compliance, or content coverage?
- What would students say they are becoming through our curriculum?
- If public trust in higher education is fragile, what would make our educational purposes more visible, credible, and compelling?

Mapping Exercise

Quadrant	Framing	Guiding Questions
High content / high relationality	Shared Foundations	Where do students learn disciplinary knowledge in community?
High durable skills / high relationality	Learning in Relationship	Where do students practice collaboration, reflection, peer learning, mentoring, civic engagement?
High durable skills / high agency	Purposeful Action	Where do students make choices, apply judgment, integrate learning, and act with purpose?
High content / high agency	Directed Expertise	Where do students gain mastery while developing independence and voice?

Relationality ← → Agency

- **Relationality:** learning through connection, community, mentoring, peer interaction, civic belonging, disciplinary relationships, interdisciplinarity, and responsibility to others
- **Agency:** learning that strengthens student voice, choice, self-direction, purpose, identity, decision-making, and capacity to act

Content ← → Durable Skills

- **Content:** knowledge, concepts, methods, canons, disciplinary foundations, technical information, and field-specific expertise
- **Durable Skills:** inquiry, reflection, communication, ethical reasoning, integrative thinking, collaboration, adaptability, judgment, and learning how to learn

Curriculum is World Readiness: **CHANGE MODEL**

Education is the point at which we decide whether we love the world enough to assume responsibility for it.

Hannah Arendt, "The Crisis in Education," 1954

Step 1: Identify a Possibility

What is one course, program, requirement, pathway, or student experience that could better support world readiness?

Step 2: Build a Coalition

Who needs to be involved?

- Faculty
- Students
- Advising
- Career Services
- Institutional Research
- Teaching & Learning Center
- Academic Leadership
- Community Partners

Step 3: Find Existing Levers

What existing structures could support this work?

- Program review
- General education reform
- Accreditation
- Assessment
- Strategic planning
- Faculty development
- Student success initiatives
- Curriculum approval processes
- HIP initiatives
- Advising redesign

Step 4: First Next Step

What could happen within the next academic year?

Building a World Readiness Ecosystem

World readiness may not be, “Build a new initiative.” It might be, “Build better connections among the things you already have.”

