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Chapter 5: The Details of the ADAPT Program for College Freshmen

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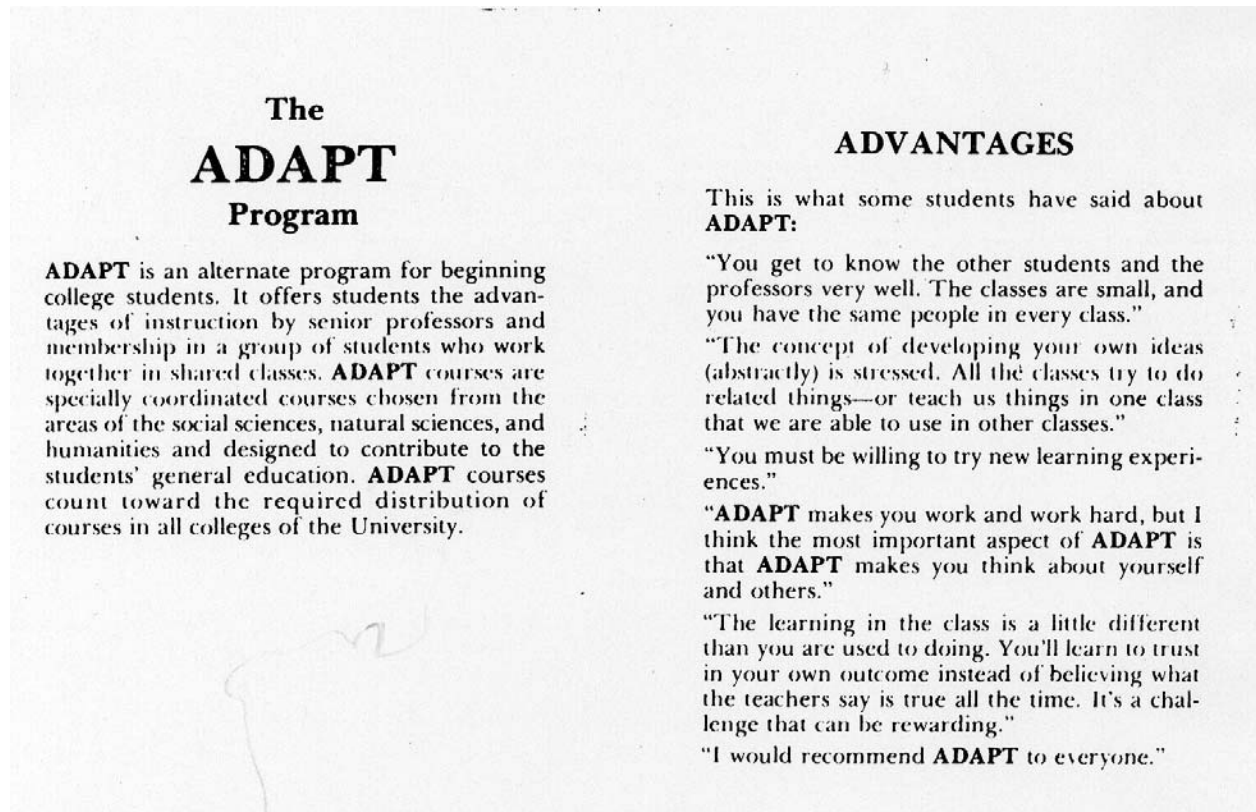
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CHAPTER FIVE

The Details of the ADAPT Program for College Freshmen

The following paragraphs were taken from the brochure mailed to all prospective University of Nebraska-Lincoln freshmen. Forty students who expressed an interest in the ADAPT courses from the brochure were selected for the program. No attempt was made to select students on the basis of their previous school work or test scores.



**The
ADAPT
Program**

ADAPT is an alternate program for beginning college students. It offers students the advantages of instruction by senior professors and membership in a group of students who work together in shared classes. **ADAPT** courses are specially coordinated courses chosen from the areas of the social sciences, natural sciences, and humanities and designed to contribute to the students' general education. **ADAPT** courses count toward the required distribution of courses in all colleges of the University.

ADVANTAGES

This is what some students have said about **ADAPT**:

"You get to know the other students and the professors very well. The classes are small, and you have the same people in every class."

"The concept of developing your own ideas (abstractly) is stressed. All the classes try to do related things—or teach us things in one class that we are able to use in other classes."

"You must be willing to try new learning experiences."

"**ADAPT** makes you work and work hard, but I think the most important aspect of **ADAPT** is that **ADAPT** makes you think about yourself and others."

"The learning in the class is a little different than you are used to doing. You'll learn to trust in your own outcome instead of believing what the teachers say is true all the time. It's a challenge that can be rewarding."

"I would recommend **ADAPT** to everyone."

ADAPT Courses

In recent years these have included:

Contemporary Human Values (CEP 112A) (3 credits)

The students study human behavior, beginning with their own, for the purpose of discovering what values underlie the behavior. They then move on to examine social, religious, and educational trends and movements for the values which they reflect, with special attention given to the conflicts of values within and between movements, to the world-view implied by the values in society, and to the emotional/psychological needs satisfied by values in society.

Energy in Perspective (Phys. 198G) (3 credits)

This is a laboratory science course intended to meet group requirements for a laboratory science. The students develop their ability to explore topics such as energy, heat, and electricity, to invent unifying concepts about them, and to apply them to a variety of physical systems. (No science or mathematics prerequisite).

English Literature and Composition (Eng. 198D) (3 credits)

This course involves both reading (novels in the first semester) and writing (several compositions with re-writing). The students will improve their ability to read carefully with comprehension and to communicate their ideas clearly and effectively.

Exploration and Discovery in Mathematics (Math 198) (3 credits)

The purpose of this course is to develop abilities in solving problems by recognizing patterns and by making reasonable guesses. Emphasis is placed on exploration rather than drill, and on discovery rather than memorization. Topics are chosen from a wide range of the mathematical spectrum. No previous college mathematics courses are required.

Social Problems (Soc. 201) (3 credits)

The students study the processes through which social problems are defined, discussed, institutionalized, and, in rare cases, resolved. Special attention is given to values as influencing individuals views toward particular problems, and to the institutions involved in disseminating information about social problems, organizing groups in support of proposed solutions, and implementing programs for reform. Emphasis is on developing students' skills in analyzing social problems.

Participants normally take three of the special ADAPT courses each semester; in addition, they select other courses from the regular University offerings.

Why Choose ADAPT?

The ADAPT courses encourage students to reason effectively, at the same time providing them with information and insights in major subjects. While ADAPT is neither an honors program nor a remedial program, it has proved beneficial and stimulating to a wide range of students as they enter university-level work. Students uncertain of career goals or apprehensive about college level work, along with those who like an active approach to learning and close interaction with students and professors, will find the ADAPT program an ideal way to start their University education. The first of its kind in the country, the ADAPT program is now being imitated in other colleges and universities across the nation.

At the first meeting of the ADAPT classes a handout that gave the class schedule and stressed the interactive aspects of the ADAPT program was given to the students.

“The ADAPT program stresses activity centered learning. Your involvement in the total variety of classroom experiences provided in this program is essential. Many of the ADAPT classes will begin topics with open-ended, flexible exploration experiences. On the basis of what you and your student colleagues learn from these exploration activities, the ADAPT instructors will help you invent definitions and concepts and apply them to new experiences. In order to benefit from the ADAPT program, you should plan to actively participate in all of the scheduled ADAPT classes and seminars.”