

**Statement from Chair-Elect Candidate Saibal Mitra**

I would like to thank the nominating committee for nominating me for the position of Chair of Faculty Senate. If elected, I promise to lead the senate with dedication and integrity.

I joined MSU in 2008 as an Associate Professor in the Department of Physics, Astronomy and Materials Science. My research, teaching and service activities have given me a good idea of the opportunities and challenges that university faculty face. My service includes representing my department in the Faculty Senate as a senator, serving on the Faculty Student Judicial Committee, Graduate Council, to name a few.

I believe in shared governance. According to American Association of University Professors, shared governance implies *“shared responsibility and cooperative action among the components of the academic institution”*. It is intended to *“foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.”* Given the challenges we face now the concept of shared governance is most relevant.

The Faculty Senate is a forum where the voice of the faculty is heard. If elected, my primary role will be to ensure that diverse faculty voices and opinions are heard, ideas debated and acted upon in the Faculty Senate.

As the Chair, I will have several priorities. One priority is to maintain open lines of communication with the administration so that all matters of faculty concerns especially in the areas of faculty governance, academic and curriculum affairs are effectively communicated. Another priority will be to work with staff and the administration to ensure that MSU continues to offer optimal educational experience for the students. Issues of academic freedom, workplace safety are also high on my list. The Faculty Senate must continue to be a deliberative body where various policies are considered, debated and then, if required, acted upon.

Submitted by:

Dr. Saibal Mitra

Professor, Department of Physics, Astronomy, and Materials Science, Nominee for Faculty Senate Chair-Elect Spring, 2018

**Statement from Secretary of the Faculty Candidate Dr. Elizabeth L. Walker**

I am honored to be nominated to serve as the Secretary of the Faculty. I have served with great pride as Chair of CGEIP and have been privileged to see how leaders in the Senate work closely with committees. Cordiality, even when we differ in opinion is crucial to be a successful governing body. Missouri State University faculty leaders have impressed me with their professionalism. To be considered for a position of leadership among the faculty at Missouri State, is a huge honor and I can intend to conduct myself with the type of respect, thoughtfulness, and professionalism I have witnessed.

I know the learning curve will be steep, but I feel ready to immerse myself as Secretary of the Faculty and be an exemplarily representative from the College of Agriculture. I have gained great experience and knowledge serving as Chair of CGEIP and as Chair of the College Council for the College of Agriculture regarding the governance process. My goal is to bridge the gap between Faculty Senate and my own College as well those interested in one day serving their fellow faculty. Recalling the first Faculty Senate meetings I attended as a new faculty member, it was overwhelming. I was in awe of the whole process and I knew I wanted to serve in some capacity. I wanted to be part of something bigger than myself and help others as best I could. I look forward to the job ahead, and work more closely with University governance and get to know more of my fellow faculty members.

### **Action on the Process for Hiring Department Heads**

**Whereas**, quality teaching, advising, service and research are of paramount importance at Missouri State University; and

**Whereas**, innovation, productivity and motivation occur when faculty have supportive department heads whom they trust, respect, and support; and

**Whereas**, this trust, respect, and support is strongest when faculty have a direct responsibility and strong voice at all stages of the hiring process; and

**Whereas**, hiring practices across the university are inconsistent among colleges (see attached); and

**Whereas**, the Advisory Committee of Senate Chairs has drafted guidelines to assure the hiring of department heads is fair, and representative, so that stronger faculty and department head relationships develop (see attached); therefore

**Be it resolved**, the Faculty Senate requests that the administration of Missouri State University adopt the guidelines attached to this Senate Action or form a Presidential task force to further refine the guidelines and report to the Faculty Senate, Provost, and President no later than the December 2018 session. Furthermore, the task force will be composed of both tenured faculty with no administrative appointment and tenured faculty who have 50% or higher administrative assignments, with a majority being tenured faculty with no administrative assignments. Also, the tenured faculty with no administrative appointment will be chosen by the Faculty Senate Executive Committee.

## Proposed Guidelines for Department Head Searches

### Rationale for proposed guidelines:

A strong partnership between faculty and their department heads is essential to a productive departmental culture characterized by innovation and creativity. The process of selecting a new department head shapes impressions among faculty that can support or undermine that partnership. The following guidelines were drafted by the Advisory Committee of Senate Chairs given the premise that the most important role of the department head is to add constructively to the climate and to the productivity of faculty within a department. These guidelines aim not only to create faculty trust, optimism, and commitment to the selection decision, but also to promote a superior collective decision made by the hiring committee, departmental faculty, and the college dean. We strongly believe that these guidelines advance this objective, and these guidelines align better with the spirit of shared and participative governance than what is currently practiced at Missouri State University.

The lack of uniform guidelines for Department Head (DH) Searches opens the door to decisions that are secretive, capricious, and inferior. It also undermines the principle of shared governance and damages the credibility, trust, and authority of newly hired Heads before they even start their job. There are few written guidelines for search committees at Missouri State, giving Deans (and Heads, in the case of faculty searches) wide latitude in selecting committees and shaping and influencing searches. This is an issue that needs to be addressed university-wide, in the interests of effective shared governance. In the absence of existing policies, it is incumbent upon the university to follow the best practices as suggested by bodies like the American Association of University Professors (AAUP) (see <https://www.aaup.org/report/statement-government-colleges-and-universities>).

Department heads at Missouri State are considered both faculty members and administrators, so the number of people with vital interests in selecting the best person is large indeed. As faculty, DH searches are listed by HR under faculty on the jobs page, DH salary data are entered as faculty in CUPA reporting, DHs are considered for tenure under faculty guidelines, and if a DH leaves the DH role, they return to faculty. As administrators, DHs report to the dean of their college and are held accountable for various budget and personnel matters. Given the high value of the DH role to faculty, proper shared governance, transparency, and inclusiveness must be seen as essential to a successful Department Head search.

The practice of Deans to request that committees provide only information-based feedback on DH candidates, not evaluative feedback (i.e., communicating preferred candidates), has proved particularly contentious on campus. Not only is this strategy disrespectful to the inordinate amount of time and effort devoted by faculty in a DH search, but also, is inconsonant with the healthy and free exchange of dialogue that produces superior decisions. If Deans have information they believe should change the rank ordering of candidates, not known to the search committee or departmental faculty, then quality leadership requires that Deans make their case to the faculty and build commitment to the conclusion that they draw.

As well, it is unfair if the Dean potentially overrules a committee/department and hires a candidate that was, for whatever reason, unsupported by the faculty. In essence, expense and resources would be put into a hiring process that was destined to set up a new candidate for failure (i.e., this was the Dean's

hire, not the faculty's). Such dean-centric decision-making is contrary to providing a foundation for leadership success for the new DH.

Proposed Guidelines:

#### Search Committee Membership

1. Department faculty shall elect a majority of the faculty members of the search committee (likewise, should staff be included on the committee, they should be elected by the staff). Other members may be appointed by the Dean to make sure all ranks and areas in the department are adequately represented on the committee, but in all cases appointed members shall comprise less than 50% of the committee membership.
2. The chair of the search committee shall be chosen by the members of the search committee, and, in no case, be an untenured faculty member. Chairs of search committees shall be considered members of the committee.
3. No hiring authority (Dean or Provost) shall serve as a member of the committee or attend meetings of the committee, in order to avoid the appearance of attempting to influence the screening process.
4. Search committees should include as broad and representative a group as possible. Because experience and institutional memory are important factors in effective shared governance, in no case shall untenured faculty or faculty early in their time at Missouri State form the majority of the search committee. The AAUP has addressed these issues directly:
 

The role of the faculty in the selection of an administrator other than a president should reflect the extent of legitimate faculty interest in the position. In the case of an academic administrator whose function is mainly advisory to a president or whose responsibilities do not include academic policy, the faculty's role in the search should be appropriate to its involvement with the office. Other academic administrators, such as the dean of a college or a person of equivalent responsibility, are by the nature of their duties more directly dependent upon faculty support. In such instances, the composition of the search committee should reflect the primacy of faculty interest, and the faculty component of the committee should be chosen by the faculty of the unit or by a representative body of the faculty ("Faculty Participation in the Selection, Evaluation, and Retention of Administrators," 1981: <https://www.aaup.org/report/faculty-evaluation-administrators>).
5. Committee members from another department who are appointed by the Dean must have research/experience that is directly and significantly relevant to the department doing the search. These appointments from outside the department should occur only under rare circumstances (e.g., insufficient department size, need for relevant experience, or lack of diversity). Such non-departmental members of the search committee should be approved by the department faculty.

#### Search Committee Process

6. The position announcement shall be discussed and vetted, not just by the committee, but by the department as a whole, prior to posting. AAUP guidelines state:  
 Prior to announcing a faculty vacancy, there should be agreement among all responsible parties on each major element of the position (e.g., rank, salary, and eligibility for tenure), how the position relates to the department's (or the equivalent unit's) likely needs for the future, the expectations concerning the professional work of the faculty member(s) being recruited, and the resources that will be provided to help the faculty member(s) meet those expectations. (AAUP and Council of Colleges of Arts and Sciences, "The Ethics of Recruitment and Faculty Appointments," 1993: <http://www.ccas.net/files/EthicStatement.pdf>).
7. The search committee shall meet as a group to discuss AND rank both semi-finalists (before campus visits) and finalists (after campus visits), making a clear recommendation for the hire with a rationale. In no case shall hiring authorities, committee chairs, or other committee members attempt to influence votes or solicit feedback privately. All faculty, staff, and student written feedback on candidates shall be made available to every member of the committee on the original forms in which they were submitted so as to ensure that the committee sees all responses in context. The recommendation of the committee shall be recorded and presented to the department, as shall the decision of the hiring authorities (i.e., Dean and/or Provost), particularly when they differ from the recommendation of the committee.
8. Engagement of the entire membership of the department faculty is strongly encouraged for a comprehensive review of candidates. When feasible, the qualifications for candidates being given strong consideration should be reviewed by all members of the department faculty, not just the members of the search committee. Individual departments may have processes uniquely appropriate for them, while maintaining the confidential nature of the applicant materials.
9. Before the offer is to be made, the search committee and hiring authorities shall meet with the faculty to discuss the rationale for wanting to offer a position to a particular candidate. Before any Department Head candidate can be offered a position, they must be deemed "acceptable" by a majority vote of the faculty in the department, who will have adequate opportunities to review the files of the finalists, including the CV and cover letter. All Department Head candidates shall, in on campus interviews, be expected to present their research/creative work as any other faculty candidate would be.
10. Because the expectation is that Department Heads are to be hired with tenure (Faculty Handbook, Section 3.8.2), the tenured members of the department shall vote on tenure for any prospective candidate, based on department criteria for faculty members in the department (not administrators), BEFORE an offer may be made. Per the Handbook, no job offer may be made to a candidate without an affirmative tenure vote of the tenured faculty of the department:

**Tenure Upon Hire**

An applicant for a position as Associate Professor or Professor may be offered tenure as a condition of initial employment only under the following

circumstances: (1) the possession of academic credentials reflecting exemplary teaching and service experience, as well as excellence in research, including nationally recognized peer-reviewed publications in the applicant's academic discipline, and (2) an affirmative vote of a majority of the tenured faculty in the affected department.

11. Department faculty should be informed regarding the length of term for the contract offered the incoming DH.

# General Education Program and Requirements

Every course in the program will promote a common set of General Education objectives. The major components are Foundations and Breadth of Knowledge.

- Most students will complete the General Education Program with 45 credit hours.
- Many majors and degrees require specific General Education courses. Students should review specific major and/or degree requirements before enrolling in General Education courses.
- Students are strongly encouraged to complete their Foundations before completing 75 credit hours.
- All students are required to have a 2.00 cumulative grade point average (transfer and Missouri State combined) in their General Education Program in order to graduate.
- General Education courses may not be taken on a Pass/Not Pass basis.
- Excluding the Foundations area, students may count no more than 3 courses with the same course code towards the General Education requirements.

Learn more about the [Goals of General Education and Learning Outcomes](#).

## Foundations (14-16 hours)

First-year seminar

General Learning Goals: Public Affairs (GG12, GG13 and GG14), Information Literacy (GG6), and Collaboration (GG7)

Complete one course (2 hours). Must be taken during first semester on campus.

### Course Options

[GEP 101](#) – First Year Foundations (2) **or**

[UHC 110](#) – Freshman Honors Seminar (2) Note: required for Honors College students.

### Focus on Written Communication and Information Literacy

General Learning Goals: Written Communication (GG3) and Information Literacy (GG6)

Complete one course (3 hours). Should be taken during first year.



Course Option

[ENG 110](#) – Writing I (3)

Focus on Oral Communication

General Learning Goals: Oral Communication (GG4) and Information Literacy (GG6)

Complete one course (3 hours). Should be taken during first year.

Course Option

[COM 115](#) – Fundamentals of Public Speaking (3)

Focus on Quantitative Literacy

General Learning Goals: Quantitative Literacy (GG5)

Complete one course (3-5 hours).

Course Options

[MTH 130](#) – Contemporary Mathematics (3)

[MTH 135](#) – College Algebra (3)

[MTH 138](#) – Pre-Calculus Mathematics (5)

[MTH 181](#) – Trigonometry (3)

[MTH 261](#) – Analytical Geometry and Calculus I (5)

[MTH 287](#) – Computational Calculus with Analytical Geometry I (3)

Focus on Written Communication and Integrative and Applied Learning

General Learning Goals: Written Communication (GG3) and Integrative and Applied Learning (GG15)

Complete one course (3 hours).

Course Options

[AGR 320](#) – Writing II: Writing in the Applied Sciences (3)

[ENG 210](#) – Writing II: Writing Across the Disciplines (3)

[ENG 221](#) – Writing II: Writing for the Professions (3)

[ENG 310](#) – Writing II: Writing for Graduate and Professional Schools (3)

[ENG 321](#) – Writing II: Beginning Technical Writing (3)

[GLG 358](#) – Writing II: Reporting Geological Information (3)

[HST 210](#) – Writing II: Historical Inquiry (3)

[NUR 472](#) – Writing II: Nursing Research and Scholarly Writing (3)

Breadth of Knowledge (31-33 hours)

Knowledge of Human Cultures (*12 hours, four different course codes*)

*Focus on Social and Behavioral Sciences*

General Learning Goals: Social and Behavioral Sciences (GG8)

Complete two courses (6 hours).

Course Options

[AGR 100](#) – Food Security (3)

[ANT 125](#) – Exploring our Human Ancestry (3)

[CFD 155](#) – Principles of Human Development (3)

[CFD 163](#) – Relationships in Today's Families (3)

[ECO 155](#) – Principles of Macroeconomics (3)

[ECO 165](#) – Principles of Microeconomics (3)

[GRY 108](#) – Principles of Sustainability (3)

[MED 120](#) – Mass Media and Society (3)

[PSY 121](#) – Introductory Psychology (3)

[REL 131](#) – Religion in America (3)

[SOC 150](#) – Introduction to Society (3)

*Focus on Humanities*

## General Learning Goals: Humanities and the Arts (GG9)

Complete one course (3 hours).

*Course Options*

[AAS 100](#) – Introduction to African American Studies (3)

[ART 271](#) – History of Western Art I (3)

[ART 272](#) – History of Western Art II (3)

[ART 273](#) – Survey of the Art of Africa, Oceania, and the Americas (3)

[ART 274](#) – Survey of Asian Art (3)

[ENG 200](#) – Great Books and Instant Classics (3)

[ENG 282](#) – Literature by Women (3)

[ENG 283](#) – Folklore and Cultural Engagement (3)

[HST 103](#) – World History to Circa 1600 C.E. (3)

[HST 104](#) – World History Since 1600 C.E. (3)

[LLT 121](#) – Classical Mythology (3)

[MED 274](#) – Introduction to Film (3)

[MUS 241](#) – The Language of Music (3)

[PHI 110](#) – Introduction to Philosophy (3)

[REL 101](#) – Old Testament/Hebrew Bible (3)

[REL 102](#) – New Testament (3)

*Focus on the Arts*

## General Learning Goals: Humanities and the Arts (GG9) and Collaboration (GG7)

Complete one course, (3 hours).

## Course Options

[ART 200](#) – Art in Context (3)

[DAN 180](#) – Introduction to the Dance (3)

[ENG 203](#) – Creative Writing: Poetry (3)

[ENG 205](#) – Creative Writing: Nonfiction (3)

[ENG 215](#) – Creative Writing: Short Story (3)

[MUS 239](#) – Introduction to World Music (3)

[THE 101](#) – Introduction to Theatre and Drama Arts (3)

## Knowledge of the Natural World

*(7-9 hours with one course in each category (e.g., focus); with two different course codes; and at least one course must have a lab.)*

*Focus on Life Sciences*

General Learning Goals: Life Sciences (GG10)

Complete one course (3-4 hours).

## Course Options

[BIO 100](#) – Biological Sciences for Educators (4) (**lab**)

[BIO 101](#) – Biology in Your World (3)

[BIO 111](#) – Laboratory for Biology in Your World (1) (**lab**). Note: Student must have completed BIO 101 or be concurrently enrolled in both BIO 101 and BIO 111.

[BIO 121](#) – General Biology I (4) (**lab**)

[BMS 100](#) – Concepts and Issues in the Life Sciences (3)

[BMS 101](#) – Concepts and Laboratory in the Life Sciences (1) (**lab**). Note: Student must have completed BMS 100 or be concurrently enrolled in both BMS 100 and BMS 101.

[BMS 110](#) – Introduction to the Biomedical Sciences (3)

[BMS 111](#) – Introductory Laboratory in the Biomedical Sciences (1) **(lab)**. Note: Student must have completed BMS 110 or be concurrently enrolled in both BMS 110 and BSM 111.

[GLG 115](#) – Life of the Past (3)

*Focus on Physical Sciences*

General Learning Goals: Physical Sciences (GG11)

Complete one course (3-5 hours).

Course Options

[AST 113](#) – Modern Astronomy (3)

[AST 114](#) – Survey of Astronomy (4)

[AST 115](#) – Basic Astronomy (4) **(lab)**

[CHM 107](#) – Chemistry for the Citizen (3)

[CHM 108](#) – Chemistry for the Citizen Laboratory (1) **(lab)**. Note: Student must have completed CHM 107 with a grade of "C" or better or be concurrently enrolled in both CHM 107 and CHM 108.

[CHM 116](#) – Fundamentals of Chemistry (4)

[CHM 117](#) – Fundamentals of Chemistry Laboratory (1) **(lab)**. Note: Student must have completed CHM 116 with a grade of "C" or better or be concurrently enrolled in both CHM 116 and CHM 117.

[GLG 110](#) – Principles of Geology (4) **(lab)**

[GLG 171](#) – Environmental Geology (3)

[GRY 135](#) – Principles of Weather and Climate (4) **(lab)**

[GRY 142](#) – Introductory Physical Geography (4) **(lab)**

[PHY 100](#) – Survey of Physics with Laboratory (4) **(lab)**

[PHY 101](#) – Physics by Inquiry for Educators (4) **(lab)**

[PHY 123](#) – Introduction to Physics I (4) **(lab)**

[PHY 203](#) – Foundations of Physics I (5) **(lab)**

Public Affairs (12 hours; four different course codes)

*Focus on Constitutions of U.S. and Missouri and American History and Institutions*

General Learning Goals: Cultural Competence (GG13) and either Community Engagement (GG12) or Ethical Leadership (GG14)

Complete two courses (6 hours) with two different course codes.

Course Options

[HST 121](#) – Survey of the History of the United States to 1877 (3) **OR** [HST 122](#) – Survey of the History of the United States Since 1877 (3)

[PLS 101](#) – American Democracy and Citizenship (3)

*Focus on Cultural Competence*

General Learning Goals: Cultural Competence (GG13) and either Community Engagement (GG12) or Ethical Leadership (GG14)

Complete one course (3 hours).

Course Options

[ANT 100](#) – World Cultures (3)

[ENG 289](#) – Literature, Culture, and Conflict (3)

[GRY 100](#) – World Regional Geography (3)

[IDS 297](#) – International Culture and Study Abroad (3)

[LLT 180](#) – The Heroic Quest (3)

[MCL 200](#) – Global Perspectives on Languages and Cultures in Society (3)

[MTH 121](#) – Multicultural Views of History and Mathematics (3)

[REL 100](#) – Introduction to Religion (3)

[REL 210](#) – Paths of World Religion (3)

[SWK 219](#) – Human Diversity (3)

*Focus on Public Issues*

General Learning Goals: Critical Inquiry (GG1), Creative Thinking and Expression (GG2), and Public Affairs (GG12, GG13 or GG14)

Complete one course (3 hours). Prerequisite: 12 completed hours.

**Note:** *Students who successfully complete Basic Training in any of the United States Military branches will be awarded 3 hours of transfer credit which will satisfy the Focus on Public Issues requirement.*

*Course Options*

[CIS 200](#) – Critical and Creative Thinking Using Information Technology (3)

[CRM 210](#) - Introduction to the American Criminal Justice System (3)

[CSC 210](#) – Public Affairs Issues in Computing (3)

[ECO 101](#) – Economics of Social Issues (3)

[EDC 249](#) – Schooling in America (3)

[ENG 201](#) – Public Issues in Popular Culture (3)

[ENG 222](#) – Writing for Social Change (3)

[GEO 200](#) - Exploring Our Digital Earth (3)

[KIN 210](#) – Healthy Lifestyles: Preventive Approaches (3)

[KIN 286](#) – Ethics and Diversity in American Sport (3)

[PHI 105](#) – Critical Thinking (3)

[PHI 115](#) – Ethics and Contemporary Issues (3)

[PLN 100](#) – Understanding Cities (3)

[SOC 152](#) - Social Problems in the Community (3)

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*Appeals for exceptions*

The General Education Program of the University is administered by the Associate Provost for Student Development and Public Affairs. Appeals for exceptions to the General Education

Program and/or requirements should be made to the Associate Provost for Student Development and Public Affairs. Students who are unsatisfied with the Associate Provost's decision may appeal to the Degrees Committee. Students who are unsatisfied with the Degrees Committee decision may appeal to the Provost.

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### 43-hour general education transfer block

In accordance with the transfer policy of the Missouri Coordinating Board of Higher Education, Missouri State has identified the following 43-hour block of general education classes. Upon completion of this block, a student may submit a request through the Office of the Registrar for a 43-hour block notation to be entered on the student's transcript. If the student then transfers to another participating school in the state, the receiving institution should accept the Missouri State 43-hour block as equivalent to their own general education block. In a similar manner, if a student transfers to Missouri State with certification of a completed 42-hour general education block from another participating institution, the student will not be required to take any of the following classes at Missouri State unless they are needed to fulfill a requirement of the student's major, minor or degree.

#### Foundations (12 hours)

1. Focus on Written Communication and Information Literacy: ENG 110 (3)
2. Focus on Oral Communication: COM 115 (3)
3. Focus on Quantitative Literacy (3-5)
4. Focus on Written Communication and Integrative and Applied Learning (3)

#### Breadth of Knowledge (31 hours)

1. Knowledge of Human Cultures (12)
2. Knowledge of the Natural World (7)
3. Public Affairs (12)



## General Education Program and Requirements

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- Many majors and degrees require specific General Education courses. Students should review specific major and/or degree requirements before enrolling in General Education courses.
- Students are strongly encouraged to complete their Foundations before completing 75 credit hours.
- All students are required to have a 2.00 cumulative grade point average (transfer and Missouri State combined) in their General Education Program in order to graduate.
- General Education courses may not be taken on a Pass/Not Pass basis.
- Excluding the Foundations area, students may count no more than 3 courses with the same course code towards the General Education requirements.

Learn more about the [Goals of General Education and Learning Outcomes](#).

### Foundations (14-16 hours)

First-year seminar

General Learning Goals: Public Affairs (GG12, GG13 and GG14), Information Literacy (GG6), and Collaboration (GG7)

Complete one course (2 hours). Must be taken during first semester on campus.

### Course Options

[GEP 101](#) – First Year Foundations (2) **or**

[UHC 110](#) – Freshman Honors Seminar (2) Note: required for Honors College students.

Focus on Written Communication and Information Literacy

General Learning Goals: Written Communication (GG3) and Information Literacy (GG6)

Complete one course (3 hours). Should be taken during first year.

### Course Option

[ENG 110](#) – Writing I (3)

Focus on Oral Communication

General Learning Goals: Oral Communication (GG4) and Information Literacy (GG6)

Complete one course (3 hours). Should be taken during first year.

Course Option

[COM 115](#) – Fundamentals of Public Speaking (3)

Focus on Quantitative Literacy

General Learning Goals: Quantitative Literacy (GG5)

Complete one course (3-5 hours).

Course Options

[MTH 130](#) – Contemporary Mathematics (3)

[MTH 135](#) – College Algebra (3)

[MTH 138](#) – Pre-Calculus Mathematics (5)

[MTH 181](#) – Trigonometry (3)

[MTH 261](#) – Analytical Geometry and Calculus I (5)

[MTH 287](#) – Computational Calculus with Analytical Geometry I (3)

Focus on Written Communication and Integrative and Applied Learning

General Learning Goals: Written Communication (GG3) and Integrative and Applied Learning (GG15)

Complete one course (3 hours).

Course Options

[AGR 320](#) – Writing II: Writing in the Applied Sciences (3)

[ENG 210](#) – Writing II: Writing Across the Disciplines (3)

[ENG 221](#) – Writing II: Writing for the Professions (3)

[ENG 310](#) – Writing II: Writing for Graduate and Professional Schools (3)

[ENG 321](#) – Writing II: Beginning Technical Writing (3)

[GLG 358](#) – Writing II: Reporting Geological Information (3)

[HST 210](#) – Writing II: Historical Inquiry (3)

[NUR 472](#) – Writing II: Nursing Research and Scholarly Writing (3)

Breadth of Knowledge (31-33 hours)

Knowledge of Human Cultures (*12 hours, four different course codes*)

*Focus on Social and Behavioral Sciences*

General Learning Goals: Social and Behavioral Sciences (GG8)

Complete two courses (6 hours).

Course Options

[AGR 100](#) – Food Security (3)

[ANT 125](#) – Exploring our Human Ancestry (3)

[CFD 155](#) – Principles of Human Development (3)

[CFD 163](#) – Relationships in Today's Families (3)

[ECO 155](#) – Principles of Macroeconomics (3)

[ECO 165](#) – Principles of Microeconomics (3)

[GRY 108](#) – Principles of Sustainability (3)

[MED 120](#) – Mass Media and Society (3)

[PSY 121](#) – Introductory Psychology (3)

[REL 131](#) – Religion in America (3)

[SOC 150](#) – Introduction to Society (3)

*Focus on Humanities*

General Learning Goals: Humanities and the Arts (GG9)

Complete one course (3 hours).

Course Options

[AAS 100](#) – Introduction to African American Studies (3)

[ART 271](#) – History of Western Art I (3)

[ART 272](#) – History of Western Art II (3)

[ART 273](#) – Survey of the Art of Africa, Oceania, and the Americas (3)

[ART 274](#) – Survey of Asian Art (3)

[ENG 200](#) – Great Books and Instant Classics (3)

[ENG 282](#) – Literature by Women (3)

[ENG 283](#) – Folklore and Cultural Engagement (3)

[HST 103](#) – World History to Circa 1600 C.E. (3)

[HST 104](#) – World History Since 1600 C.E. (3)

[LLT 121](#) – Classical Mythology (3)

[MED 274](#) – Introduction to Film (3)

[MUS 241](#) – The Language of Music (3)

[PHI 110](#) – Introduction to Philosophy (3)

[REL 101](#) – Old Testament/Hebrew Bible (3)

[REL 102](#) – New Testament (3)

*Focus on the Arts*

General Learning Goals: Humanities and the Arts (GG9) and Collaboration (GG7)

Complete one course, (3 hours).

#### Course Options

[ART 200](#) – Art in Context (3)

[DAN 180](#) – Introduction to the Dance (3)

[ENG 203](#) – Creative Writing: Poetry (3)

[ENG 205](#) – Creative Writing: Nonfiction (3)

[ENG 215](#) – Creative Writing: Short Story (3)

[MUS 239](#) – Introduction to World Music (3)

[THE 101](#) – Introduction to Theatre and Drama Arts (3)

#### Knowledge of the Natural World

*(7-9 hours with one course in each category (e.g., focus); with two different course codes; and at least one course must have a lab.)*

#### *Focus on Life Sciences*

General Learning Goals: Life Sciences (GG10)

Complete one course (3-4 hours).

#### Course Options

[BIO 100](#) – Biological Sciences for Educators (4) **(lab)**

[BIO 101](#) – Biology in Your World (3)

[BIO 111](#) – Laboratory for Biology in Your World (1) **(lab)**. Note: Student must have completed BIO 101 or be concurrently enrolled in both BIO 101 and BIO 111.

[BIO 121](#) – General Biology I (4) **(lab)**

[BMS 100](#) – Concepts and Issues in the Life Sciences (3)

[BMS 101](#) – Concepts and Laboratory in the Life Sciences (1) **(lab)**. Note: Student must have completed BMS 100 or be concurrently enrolled in both BMS 100 and BMS 101.

[BMS 110](#) – Introduction to the Biomedical Sciences (3)

[BMS 111](#) – Introductory Laboratory in the Biomedical Sciences (1) **(lab)**. Note: Student must have completed BMS 110 or be concurrently enrolled in both BMS 110 and BSM 111.

[GLG 115](#) – Life of the Past (3)

*Focus on Physical Sciences*

General Learning Goals: Physical Sciences (GG11)

Complete one course (3-5 hours).

### **Course Options**

[AST 113](#) – Modern Astronomy (3)

[AST 114](#) – Survey of Astronomy (4)

[AST 115](#) – Basic Astronomy (4) **(lab)**

[CHM 107](#) – Chemistry for the Citizen (3)

[CHM 108](#) – Chemistry for the Citizen Laboratory (1) **(lab)**. Note: Student must have completed CHM 107 with a grade of "C" or better or be concurrently enrolled in both CHM 107 and CHM 108.

[CHM 116](#) – Fundamentals of Chemistry (4)

[CHM 117](#) – Fundamentals of Chemistry Laboratory (1) **(lab)**. Note: Student must have completed CHM 116 with a grade of "C" or better or be concurrently enrolled in both CHM 116 and CHM 117.

[GLG 110](#) – Principles of Geology (4) **(lab)**

[GLG 171](#) – Environmental Geology (3)

[GRY 135](#) – Principles of Weather and Climate (4) **(lab)**

[GRY 142](#) – Introductory Physical Geography (4) **(lab)**

[PHY 100](#) – Survey of Physics with Laboratory (4) **(lab)**

[PHY 101](#) – Physics by Inquiry for Educators (4) **(lab)**

[PHY 123](#) – Introduction to Physics I (4) **(lab)**

[PHY 203](#) – Foundations of Physics I (5) **(lab)**

Public Affairs (12 hours; four different course codes)

*Focus on Constitutions of U.S. and Missouri and American History and Institutions*

General Learning Goals: Cultural Competence (GG13) and either Community Engagement (GG12) or Ethical Leadership (GG14)

Complete two courses (6 hours) with two different course codes.

Course Options

[HST 121](#) – Survey of the History of the United States to 1877 (3) **OR** [HST 122](#) – Survey of the History of the United States Since 1877 (3)

[PLS 101](#) – American Democracy and Citizenship (3)

*Focus on Cultural Competence*

General Learning Goals: Cultural Competence (GG13) and either Community Engagement (GG12) or Ethical Leadership (GG14)

Complete one course (3 hours).

Course Options

[ANT 100](#) – World Cultures (3)

[ENG 289](#) – Literature, Culture, and Conflict (3)

[GRY 100](#) – World Regional Geography (3)

[IDS 297](#) – International Culture and Study Abroad (3)

[LLT 180](#) – The Heroic Quest (3)

[MCL 200](#) – Global Perspectives on Languages and Cultures in Society (3)

[MTH 121](#) – Multicultural Views of History and Mathematics (3)

[REL 100](#) – Introduction to Religion (3)

[REL 210](#) – Paths of World Religion (3)

[SWK 219](#) – Human Diversity (3)

*Focus on Public Issues*

General Learning Goals: Critical Inquiry (GG1), Creative Thinking and Expression (GG2), and Public Affairs (GG12, GG13 or GG14)

Complete one course (3 hours). Prerequisite: 12 completed hours.

**Note:** *Students who successfully complete Basic Training in any of the United States Military branches will be awarded 3 hours of transfer credit which will satisfy the Focus on Public Issues requirement.*

Course Options

[CIS 200](#) – Critical and Creative Thinking Using Information Technology (3)

[CRM 210](#) - Introduction to the American Criminal Justice System (3)

[CSC 210](#) – Public Affairs Issues in Computing (3)

[ECO 101](#) – Economics of Social Issues (3)

[EDC 249](#) – Schooling in America (3)

[ENG 201](#) – Public Issues in Popular Culture (3)

[ENG 222](#) – Writing for Social Change (3)

[GEO 200](#) - Exploring Our Digital Earth (3)

[KIN 210](#) – Healthy Lifestyles: Preventive Approaches (3)

[KIN 286](#) – Ethics and Diversity in American Sport (3)

[PHI 105](#) – Critical Thinking (3)

[PHI 115](#) – Ethics and Contemporary Issues (3)

[PLN 100](#) – Understanding Cities (3)

[SOC 152](#) - Social Problems in the Community (3)



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## Appeals for exceptions

The General Education Program of the University is administered by the Associate Provost for Student Development and Public Affairs. Appeals for exceptions to the General Education Program and/or requirements should be made to the Associate Provost for Student Development and Public Affairs. Students who are unsatisfied with the Associate Provost's decision may appeal to the Degrees Committee. Students who are unsatisfied with the Degrees Committee decision may appeal to the Provost.

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## ~~432~~-hour general education transfer block

In accordance with the transfer policy of the Missouri Coordinating Board of Higher Education, Missouri State has identified the following ~~432~~-hour block of general education classes. Upon completion of this block, a student may submit a request through the Office of the Registrar for a ~~432~~-hour block notation to be entered on the student's transcript. If the student then transfers to another participating school in the state, the receiving institution should accept the Missouri State ~~432~~-hour block as equivalent to their own general education block. In a similar manner, if a student transfers to Missouri State with certification of a completed 42-hour general education block (**or CORE 42; see below**) from another participating institution, the student will not be required to take any of the following classes at Missouri State unless they are needed to fulfill a requirement of the student's major, minor, or degree.

## Foundations (~~124~~ hours)

5. **First Year Seminar (2)**
6. Focus on Written Communication and Information Literacy; ENG 110 (3)
7. Focus on Oral Communication; COM 115 (3)
8. Focus on Quantitative Literacy (3)
9. Focus on Written Communication and Integrative and Applied Learning (3)

## Breadth of Knowledge (~~3128~~ hours)

4. Knowledge of Human Cultures (12)
  1. **Focus on Social & Behavioral Sciences (6)**
  2. **Focus on Humanities (3)**
  3. **Focus on the Arts (3)**
5. Knowledge of the Natural World (7)
  1. **Focus on Life Sciences (3)**
  2. **Focus on Physical Sciences (3)**
  3. **Life or Physical Sciences Lab; separate or embedded (1)**
6. Public Affairs (~~129~~)

1. **Focus on Constitutions of U.S. and Missouri and American History and Institutions (3)**
  2. **Focus on Cultural Competence (3)**
  3. **Focus on Public Issues (3)**
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#### **CORE 42 – Missouri Higher Education Core Transfer Curriculum**

**CORE 42 is a statewide transferable general education lower-division core curriculum of 42 semester credit hours among all Missouri’s public Institutions of Higher Education (IHE). The courses are designed to ensure that all graduates from Missouri IHE possess a common core of college-level competencies, skills, and knowledge. Completion of all 42 semester credit hours will result in completion of general education at any Missouri IHE. Upon completion of this CORE 42, a student may submit a request through the Office of the Registrar for a CORE 42 notation to be entered on the student's transcript. If the student then transfers to another participating school in the state, the receiving institution will accept the Missouri State CORE 42 as equivalent to their own general education block. In a similar manner, if a student transfers to Missouri State with certification of CORE 42 from another Missouri IHE, the student will not be required to take any of the Missouri State General Education requirements unless they are a requirement of the student’s major, minor, or degree.**

**For a list of approved MOTR courses at Missouri State University go to CORE 42 on the [General Education](#) website. For approved MOTR courses at other Missouri public colleges and universities go to the [Missouri Department of Higher Education CORE 42](#) website.**

**CORE 42 is comprised of at least 42 semester credit hours of courses distributed across five knowledge areas. Courses that are approved for CORE 42 contain a Missouri Transfer (MOTR) course number in the undergraduate catalog.**

#### **CORE 42 Knowledge Areas and Requirements:**

1. **Communications (minimum of 9 MOTR credit hours)**
  - a. **Written Communications (minimum of 6 MOTR credit hours)**
  - b. **Oral Communications (minimum of 3 MOTR credit hours)**
2. **Mathematical Sciences (minimum of 3 MOTR credit hours)**

**\*MTH courses that use one of the MOTR MATH courses as a prerequisite will meet requirement for this area (i.e. Trigonometry, Calculus, etc.).**
3. **Social and Behavioral Sciences (minimum of 9 credit hours)**
  - a. **Must include minimum of 3 credit hours Civics course (MOTR POSC 101, MOTR HIST 101, or MOTR HIST 102)**

- b. Must include at least 2 disciplines (e.g., MOTR PSYC 100, MOTR HIST 101; discipline designation four letters after MOTR before the number)**
- 4. Natural Sciences (minimum of 7 credit hours from 2 disciplines; one MOTR course with a lab component)**
- 5. Humanities and Fine Arts (minimum of 9 credit hours; from at least 2 disciplines)**
- 6. Additional MOTR Courses (select from any knowledge area MOTR courses to make at least 42 MOTR credit hours; approximately 5 MOTR credits).**

**Eligibility for CORE 42 completion instead of Missouri State University General Education is determined using the following criteria:**

- Student has transferred to Missouri State University in the spring 2019 semester or later from a Missouri public college or university.**
- Student has earned 12 or more credit hours at a Missouri public college or university following graduation from high school (credits earned through dual credit do not count in eligibility).**

#### **Changing your General Education Placement**

- A transfer student that has been initially placed on CORE 42 because of meeting the eligibility requirements above may request to be placed instead on the Missouri State University General Education requirements. A student may submit a request through the Office of the Registrar for this change.**
- A student who initially enrolls at Missouri State as a degree-seeking student during or after the Fall 2018 semester and who has transfer credits from a Missouri public institution, but who does not meet the above criteria for eligibility (i.e., and is placed under Missouri State general education requirements) may appeal to be placed under Missouri CORE 42 requirements instead (appeals made to the Office of the Provost).**

# General Education Program and Requirements

Every course in the program will promote a common set of General Education objectives. The major components are Foundations and Breadth of Knowledge.

- Most students will complete the General Education Program with 45 credit hours.
- Many majors and degrees require specific General Education courses. Students should review specific major and/or degree requirements before enrolling in General Education courses.
- Students are strongly encouraged to complete their Foundations before completing 75 credit hours.
- All students are required to have a 2.00 cumulative grade point average (transfer and Missouri State combined) in their General Education Program in order to graduate.
- General Education courses may not be taken on a Pass/Not Pass basis.
- Excluding the Foundations area, students may count no more than 3 courses with the same course code towards the General Education requirements.

Learn more about the [Goals of General Education and Learning Outcomes](#).

## Foundations (14-16 hours)

### *First-year seminar*

General Learning Goals: Public Affairs (GG12, GG13 and GG14), Information Literacy (GG6), and Collaboration (GG7)

Complete one course (2 hours). Must be taken during first semester on campus.

Course Options

[GEP 101](#) – First Year Foundations (2) **or**

[UHC 110](#) – Freshman Honors Seminar (2) Note: required for Honors College students.

### *Focus on Written Communication and Information Literacy*

General Learning Goals: Written Communication (GG3) and Information Literacy (GG6)

Complete one course (3 hours). Should be taken during first year.

Course Option

[ENG 110](#) – Writing I (3)

***Focus on Oral Communication***

General Learning Goals: Oral Communication (GG4) and Information Literacy (GG6)

Complete one course (3 hours). Should be taken during first year.

Course Option

[COM 115](#) – Fundamentals of Public Speaking (3)

***Focus on Quantitative Literacy***

General Learning Goals: Quantitative Literacy (GG5)

Complete one course (3-5 hours).

Course Options

[MTH 130](#) – Contemporary Mathematics (3)

[MTH 135](#) – College Algebra (3)

[MTH 138](#) – Pre-Calculus Mathematics (5)

[MTH 181](#) – Trigonometry (3)

[MTH 261](#) – Analytical Geometry and Calculus I (5)

[MTH 287](#) – Computational Calculus with Analytical Geometry I (3)

***Focus on Written Communication and Integrative and Applied Learning***

General Learning Goals: Written Communication (GG3) and Integrative and Applied Learning (GG15)

Complete one course (3 hours).

Course Options

[AGR 320](#) – Writing II: Writing in the Applied Sciences (3)

[ENG 210](#) – Writing II: Writing Across the Disciplines (3)

[ENG 221](#) – Writing II: Writing for the Professions (3)

[ENG 310](#) – Writing II: Writing for Graduate and Professional Schools (3)

[ENG 321](#) – Writing II: Beginning Technical Writing (3)

[GLG 358](#) – Writing II: Reporting Geological Information (3)

[HST 210](#) – Writing II: Historical Inquiry (3)

[NUR 472](#) – Writing II: Nursing Research and Scholarly Writing (3)

## **Breadth of Knowledge (31-33 hours)**

### **Knowledge of Human Cultures (12 hours, four different course codes)**

#### ***Focus on Social and Behavioral Sciences***

General Learning Goals: Social and Behavioral Sciences (GG8)

Complete two courses (6 hours).

Course Options

[AGR 100](#) – Food Security (3)

[ANT 125](#) – Exploring our Human Ancestry (3)

[CFD 155](#) – Principles of Human Development (3)

[CFD 163](#) – Relationships in Today's Families (3)

[ECO 155](#) – Principles of Macroeconomics (3)

[ECO 165](#) – Principles of Microeconomics (3)

[GRY 108](#) – Principles of Sustainability (3)

[MED 120](#) – Mass Media and Society (3)

[PSY 121](#) – Introductory Psychology (3)

[REL 131](#) – Religion in America (3)

[SOC 150](#) – Introduction to Society (3)

***Focus on Humanities***

General Learning Goals: Humanities and the Arts (GG9)

Complete one course (3 hours).

Course Options

[AAS 100](#) – Introduction to African American Studies (3)

[ART 271](#) – History of Western Art I (3)

[ART 272](#) – History of Western Art II (3)

[ART 273](#) – Survey of the Art of Africa, Oceania, and the Americas (3)

[ART 274](#) – Survey of Asian Art (3)

[ENG 200](#) – Great Books and Instant Classics (3)

[ENG 282](#) – Literature by Women (3)

[ENG 283](#) – Folklore and Cultural Engagement (3)

[HST 103](#) – World History to Circa 1600 C.E. (3)

[HST 104](#) – World History Since 1600 C.E. (3)

[LLT 121](#) – Classical Mythology (3)

[MED 274](#) – Introduction to Film (3)

[MUS 241](#) – The Language of Music (3)

[PHI 110](#) – Introduction to Philosophy (3)

[REL 101](#) – Old Testament/Hebrew Bible (3)

[REL 102](#) – New Testament (3)

***Focus on the Arts***

General Learning Goals: Humanities and the Arts (GG9) and Collaboration (GG7)

Complete one course, (3 hours).

#### Course Options

[ART 200](#) – Art in Context (3)

[DAN 180](#) – Introduction to the Dance (3)

[ENG 203](#) – Creative Writing: Poetry (3)

[ENG 205](#) – Creative Writing: Nonfiction (3)

[ENG 215](#) – Creative Writing: Short Story (3)

[MUS 239](#) – Introduction to World Music (3)

[THE 101](#) – Introduction to Theatre and Drama Arts (3)

#### **Knowledge of the Natural World**

*(7-9 hours with one course in each category (e.g., focus); with two different course codes; and at least one course must have a lab.)*

#### ***Focus on Life Sciences***

General Learning Goals: Life Sciences (GG10)

Complete one course (3-4 hours).

#### **Course Options**

[BIO 100](#) – Biological Sciences for Educators (4) **(lab)**

[BIO 101](#) – Biology in Your World (3)

[BIO 111](#) – Laboratory for Biology in Your World (1) **(lab)**. Note: Student must have completed BIO 101 or be concurrently enrolled in both BIO 101 and BIO 111.

[BIO 121](#) – General Biology I (4) **(lab)**

[BMS 100](#) – Concepts and Issues in the Life Sciences (3)

[BMS 101](#) – Concepts and Laboratory in the Life Sciences (1) **(lab)**. Note: Student must have completed BMS 100 or be concurrently enrolled in both BMS 100 and BMS 101.



[BMS 110](#) – Introduction to the Biomedical Sciences (3)

[BMS 111](#) – Introductory Laboratory in the Biomedical Sciences (1) **(lab)**. Note: Student must have completed BMS 110 or be concurrently enrolled in both BMS 110 and BSM 111.

[GLG 115](#) – Life of the Past (3)

### ***Focus on Physical Sciences***

General Learning Goals: Physical Sciences (GG11)

Complete one course (3-5 hours).

### **Course Options**

[AST 113](#) – Modern Astronomy (3)

[AST 114](#) – Survey of Astronomy (4)

[AST 115](#) – Basic Astronomy (4) **(lab)**

[CHM 107](#) – Chemistry for the Citizen (3)

[CHM 108](#) – Chemistry for the Citizen Laboratory (1) **(lab)**. Note: Student must have completed CHM 107 with a grade of "C" or better or be concurrently enrolled in both CHM 107 and CHM 108.

[CHM 116](#) – Fundamentals of Chemistry (4)

[CHM 117](#) – Fundamentals of Chemistry Laboratory (1) **(lab)**. Note: Student must have completed CHM 116 with a grade of "C" or better or be concurrently enrolled in both CHM 116 and CHM 117.

[GLG 110](#) – Principles of Geology (4) **(lab)**

[GLG 171](#) – Environmental Geology (3)

[GRY 135](#) – Principles of Weather and Climate (4) **(lab)**

[GRY 142](#) – Introductory Physical Geography (4) **(lab)**

[PHY 100](#) – Survey of Physics with Laboratory (4) **(lab)**

[PHY 101](#) – Physics by Inquiry for Educators (4) **(lab)**

[PHY 123](#) – Introduction to Physics I (4) (**lab**)

[PHY 203](#) – Foundations of Physics I (5) (**lab**)

**Public Affairs (12 hours; four different course codes)**

***Focus on Constitutions of U.S. and Missouri and American History and Institutions***

General Learning Goals: Cultural Competence (GG13) and either Community Engagement (GG12) or Ethical Leadership (GG14)

Complete two courses (6 hours) with two different course codes.

Course Options

[HST 121](#) – Survey of the History of the United States to 1877 (3) **OR** [HST 122](#) – Survey of the History of the United States Since 1877 (3)

[PLS 101](#) – American Democracy and Citizenship (3)

***Focus on Cultural Competence***

General Learning Goals: Cultural Competence (GG13) and either Community Engagement (GG12) or Ethical Leadership (GG14)

Complete one course (3 hours).

Course Options

[ANT 100](#) – World Cultures (3)

[ENG 289](#) – Literature, Culture, and Conflict (3)

[GRY 100](#) – World Regional Geography (3)

[IDS 297](#) – International Culture and Study Abroad (3)

[LLT 180](#) – The Heroic Quest (3)

[MCL 200](#) – Global Perspectives on Languages and Cultures in Society (3)

[MTH 121](#) – Multicultural Views of History and Mathematics (3)

[REL 100](#) – Introduction to Religion (3)

[REL 210](#) – Paths of World Religion (3)

[SWK 219](#) – Human Diversity (3)

***Focus on Public Issues***

General Learning Goals: Critical Inquiry (GG1), Creative Thinking and Expression (GG2), and Public Affairs (GG12, GG13 or GG14)

Complete one course (3 hours). Prerequisite: 12 completed hours.

**Note:** *Students who successfully complete Basic Training in any of the United States Military branches will be awarded 3 hours of transfer credit which will satisfy the Focus on Public Issues requirement.*

Course Options

[CIS 200](#) – Critical and Creative Thinking Using Information Technology (3)

[CRM 210](#) - Introduction to the American Criminal Justice System (3)

[CSC 210](#) – Public Affairs Issues in Computing (3)

[ECO 101](#) – Economics of Social Issues (3)

[EDC 249](#) – Schooling in America (3)

[ENG 201](#) – Public Issues in Popular Culture (3)

[ENG 222](#) – Writing for Social Change (3)

[GEO 200](#) - Exploring Our Digital Earth (3)

[KIN 210](#) – Healthy Lifestyles: Preventive Approaches (3)

[KIN 286](#) – Ethics and Diversity in American Sport (3)

[PHI 105](#) – Critical Thinking (3)

[PHI 115](#) – Ethics and Contemporary Issues (3)

[PLN 100](#) – Understanding Cities (3)

[SOC 152](#) - Social Problems in the Community (3)

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## Appeals for exceptions

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## 42-hour general education transfer block

In accordance with the transfer policy of the Missouri Coordinating Board of Higher Education, Missouri State has identified the following 42-hour block of general education classes. Upon completion of this block, a student may submit a request through the Office of the Registrar for a 42-hour block notation to be entered on the student's transcript. If the student then transfers to another participating school in the state, the receiving institution should accept the Missouri State 42-hour block as equivalent to their own general education block. In a similar manner, if a student transfers to Missouri State with certification of a completed 42-hour general education block (or CORE 42; see below) from another participating institution, the student will not be required to take any of the following classes at Missouri State unless they are needed to fulfill a requirement of the student's major, minor, or degree.

### Foundations (14 hours)

10. First Year Seminar (2)
11. Focus on Written Communication and Information Literacy; ENG 110 (3)
12. Focus on Oral Communication; COM 115 (3)
13. Focus on Quantitative Literacy (3)
14. Focus on Written Communication and Integrative and Applied Learning (3)

### Breadth of Knowledge (28 hours)

7. Knowledge of Human Cultures (12)
  1. Focus on Social & Behavioral Sciences (6)
  2. Focus on Humanities (3)
  3. Focus on the Arts (3)
8. Knowledge of the Natural World (7)
  1. Focus on Life Sciences (3)
  2. Focus on Physical Sciences (3)
  3. Life or Physical Sciences Lab; separate or embedded (1)
9. Public Affairs (9)

1. Focus on Constitutions of U.S. and Missouri and American History and Institutions (3)
  2. Focus on Cultural Competence (3)
  3. Focus on Public Issues (3)
- 

## **CORE 42 – Missouri Higher Education Core Transfer Curriculum**

CORE 42 is a statewide transferable general education lower-division core curriculum of 42 semester credit hours among all Missouri's public Institutions of Higher Education (IHE). The courses are designed to ensure that all graduates from Missouri IHE possess a common core of college-level competencies, skills, and knowledge. Completion of all 42 semester credit hours will result in completion of general education at any Missouri IHE. Upon completion of this CORE 42, a student may submit a request through the Office of the Registrar for a CORE 42 notation to be entered on the student's transcript. If the student then transfers to another participating school in the state, the receiving institution will accept the Missouri State CORE 42 as equivalent to their own general education block. In a similar manner, if a student transfers to Missouri State with certification of CORE 42 from another Missouri IHE, the student will not be required to take any of the Missouri State General Education requirements unless they are a requirement of the student's major, minor, or degree.

For a list of approved MOTR courses at Missouri State University go to CORE 42 on the [General Education](#) website. For approved MOTR courses at other Missouri public colleges and universities go to the [Missouri Department of Higher Education CORE 42](#) website.

CORE 42 is comprised of at least 42 semester credit hours of courses distributed across five knowledge areas. Courses that are approved for CORE 42 contain a Missouri Transfer (MOTR) course number in the undergraduate catalog.

### **CORE 42 Knowledge Areas and Requirements:**

7. Communications (minimum of 9 MOTR credit hours)
  - a. Written Communications (minimum of 6 MOTR credit hours)
  - b. Oral Communications (minimum of 3 MOTR credit hours)
8. Mathematical Sciences (minimum of 3 MOTR credit hours)  
\*MTH courses that use one of the MOTR MATH courses as a prerequisite will meet requirement for this area (i.e. Trigonometry, Calculus, etc.).
9. Social and Behavioral Sciences (minimum of 9 credit hours)
  - a. Must include minimum of 3 credit hours Civics course (MOTR POSC 101, MOTR HIST 101, or MOTR HIST 102)

- b. Must include at least 2 disciplines (e.g., MOTR PSYC 100, MOTR HIST 101; discipline designation four letters after MOTR before the number)
10. Natural Sciences (minimum of 7 credit hours from 2 disciplines; one MOTR course with a lab component)
11. Humanities and Fine Arts (minimum of 9 credit hours; from at least 2 disciplines)
12. Additional MOTR Courses (select from any knowledge area MOTR courses to make at least 42 MOTR credit hours; approximately 5 MOTR credits).

**Eligibility for CORE 42 completion instead of Missouri State University General Education is determined using the following criteria:**

- Student has transferred to Missouri State University in the spring 2019 semester or later from a Missouri public college or university.
- Student has earned 12 or more credit hours at a Missouri public college or university following graduation from high school (credits earned through dual credit do not count in eligibility).

**Changing your General Education Placement**

- A transfer student that has been initially placed on CORE 42 because of meeting the eligibility requirements above may request to be placed instead on the Missouri State University General Education requirements. A student may submit a request through the Office of the Registrar for this change.
- A student who initially enrolls at Missouri State as a degree-seeking student during or after the Fall 2018 semester and who has transfer credits from a Missouri public institution, but who does not meet the above criteria for eligibility (i.e., and is placed under Missouri State general education requirements) may appeal to be placed under Missouri CORE 42 requirements instead (appeals made to the Office of the Provost).