

GENERAL EDUCATION AT MISSOURI STATE UNIVERSITY

June, 2013

EXECUTIVE SUMMARY:

Prior to 1997, Missouri State University's general education program followed a broad distributional model consisting of over 350 course options designed to address a rather vague and poorly defined set of goals and learning outcomes. The program requirements were organized into several broad categories, namely Basic Skills, American Studies, Humanities, Natural Sciences, and Social Sciences. Numerous efforts to revise the program through the years had been piecemeal and ineffective; and they generally resulted in little more than the addition of even more course options.

Upon his arrival on campus in 1993, new President Dr. John Keiser appointed a blue-ribbon committee and asked them to design a new, more focused general education program with clearer goals, fewer course options and an effective assessment plan for consideration by the Faculty Senate. The recommendations of this General Education Reform Committee were presented to the Faculty Senate on January 31, 1995. After eleven meetings over a two-month period, the structure of a new program with more specific aims and goals was approved.

Later that year, the University hosted a reaccreditation site team visit from the Higher Learning Commission, however, given the newness of the revised program and the fact that no specific courses had yet to be approved, the team's remarks relative to general education on campus were general but hopeful. They recognized, for instance, that "under the current general education requirement, it would be possible for a student to move through the program without encountering exposure to and discussion of diverse values, lifestyles, gender, sexual preferences, and ethnic cultures. The students are not provided with 'a common foundation of knowledge and understanding of ... multicultural environments' as stated in the University Mission found in the 1995-96 catalogs. ... Reflection on this point as the new general education requirement is being implemented could lead to a stronger program, of particular benefit to education majors who should be prepared to work in multicultural environments containing people of diverse views, ideas, and heritages."

The task of reviewing classes for inclusion in the new general education program fell largely on the Faculty Senate's relatively new Committee on General Education and Intercollegiate Programs (CGEIP). In its call for proposals to the university community, the CGEIP asked academic departments to submit proposals that clearly reflected which specific goals the proposed class would address – and in turn, how the class would fit into the structure previously approved by the Senate. This structure consisted of three main components: 1) Basic Required Courses (7 courses); 2) Areas of Inquiry, comprised of the Natural World (2 courses), Culture and Society (2 courses) and Self-Understanding (3 courses); and 3) Public Affairs/American Studies (3 courses). For most students, this structure translated into 49 required credit hours, including an upper division variable topics class entitled "Public Affairs

Issues for the 21st Century.” The latter class was incorporated into the program largely because the University received a statewide mission in Public Affairs in 1995.

Classes endorsed by the CGEIP for inclusion in the new program were sent to the Faculty Senate for final approval. In the end, approximately 95 classes made it into the program which was finally implemented in fall, 1997.

In addition to screening proposed courses “to ensure compliance with established general education course criteria,” the Constitution and By-Laws of the Faculty, also assigns the CGEIP the responsibility to “periodically review the general education program and assessment data and recommend changes in the general education program to the Faculty Senate.” To this end, the CGEIP established a procedure which called for every course in the program to submit a portfolio of materials for review every three years. (Additional details of this process are presented in a subsequent section of this report.)

In 2005, the University experienced its next site visit for reaccreditation by the Higher Learning Commission which found the university’s general education program to be “a marked improvement from the previous one, in place a decade previously.” The reaffirmation of accreditation report suggested, however, that the program might be improved through a more complete integration of the “public affairs” mission. In addition, the report acknowledged and praised the assessment of the general education program that had been implemented.

Since 2005, the university community has worked to refine the public affairs mission by identifying three fundamental components: community engagement, cultural competence, and ethical leadership. During the summer of 2010, the Academic Priorities Work Group (APWG), which was involved with preparing the latest Long-Range Plan, recognized the need to revise the current general education program in light of not only the HLC suggestions regarding more fully integrating the public affairs mission but also to address the changing needs of our constituents. Soon thereafter, the president and provost charged a “Task Force on General Education” with overseeing a revision of the current core curriculum so that it more fully integrates the Public Affairs mission and will better “prepare our students to be successful and effective in their future roles in the 21st Century.”

This newest task force reviewed relevant literature, examined the core curricula of numerous other universities, surveyed the faculty and students, held open forums and student focus groups, attended a workshop offered by the AAC&U, and otherwise gathered information to help in its work. Using the essential learning outcomes identified by the AAC&U and the Lumina Foundation as a starting point, the committee recommended a new set of goals and specific learning outcomes to the CGEIP and eventually the Faculty Senate. It also recommended a structure for the new program as well as an assessment plan. The initial goal was to implement a new program and courses in fall, 2013, however, this was later pushed back to fall, 2014.

The following materials offer a more detailed overview of the general education program at Missouri State University since 1997.

GENERAL EDUCATION AIM AND GOALS (1997)

In the process of developing the general education program that was implemented in 1997, the Faculty Senate agreed that “the aim of General Education at Missouri State University is to develop people capable of making thoughtful choices that lead to creative and productive lives and to responsible participation in society.”

The Faculty Senate also approved a new set of goals for the program which are depicted in Appendix A.

These items have been remained unchanged since their initial adoption, however, as the recent Task Force pursued its charge, it recommended a new set of general goals as well as specific learning outcomes for each goal. The CGEIP and the Faculty Senate considered these recommendations and, in the process, incorporated a variety of revisions, additions and deletions. A final set of general goals and learning outcomes was approved during the April, 2012 meeting of the Faculty Senate. (These can be found in a later section of this report.)

CURRICULUM STRUCTURE (1997)

Based on the aim and goals it had previously approved, the 1994-95 Faculty Senate engaged in considerable give and take as it identified an appropriate curriculum structure. In place of the previous broad distributional model, a more targeted structure was approved. The final result (agreed to in 1995 and implemented in 1997) included:

Basic Required Courses (7 requirements):

Introduction to University Life

Computers for Learning

Oral Communication

Writing I

Writing II

Mathematics

Fitness for Living

Areas of Inquiry (3 areas, 7 requirements):

The Natural World – 2 classes

Culture and Society

Humanities Perspective

Social Science Perspective

Self-Understanding

Social/Behavioral Perspective

Humanities Perspective

Creativity and Vision Perspective

Public Affairs (3 requirements)

American Studies

American Democracy and Citizenship

Capstone Class – Public Affairs Issues for the 21st Century

In addition to this structure, the Faculty Senate also approved a set of criteria and constraints to “provide both clarification and elaboration of the features of the [new] General Education Program.”

APPROVAL OF CLASSES

Once the preceding structure of the new program was approved, the CGEIP notified the campus community that it would accept proposals for specific courses that students could take to fulfill the various requirements.

As part of the proposal process, the academic departments were asked to make a case for how a proposed course would fit into the program: e.g., where in the structure it would “fit”, which goals it would address, how the class would be assessed, etc. Although no courses from the preceding program were automatically grandfathered into the new program, many were retained, some after making revisions dictated by the new goals. In the end, approximately 95 courses were recommended by the CGEIP for inclusion in the program. This was a significant reduction from the 350 course options comprising the earlier program.

Since the initial implementation of the new program in 1997, very few changes were made in the various course options comprising the general education program. Appendix B depicts the 2012-13 version of a worksheet that students and their advisors used to monitor the students' progress toward completing their general education requirements. It depicts the structure of the program (unchanged since 1997) as well as all of the course options available to students. Of particular note is the fact that because only minimal additions have been made since the program's inception, there are still less than 100 courses in the program.

ASSESSMENT OF THE PROGRAM – the role of the Committee on General Education and Intercollegiate Programs (CGEIP)

The "Criteria for and Constraints on the Entire General Education Program" approved by the Faculty Senate in 1995 included these directions for "Oversight of the Program:"

1. Each general education course must be approved by the Committee on General Education and Intercollegiate Programs (CGEIP) as specified by the Constitution and By-Laws of the Faculty.
2. The CGEIP also will periodically review all general education courses to see that they attempt to achieve the Goals for Learning listed in Part One of the General Education document. Each general education course should be reviewed at least once every three years to determine if sufficient interest and enrollment exist to continue the course in the General Education Program.

In response to this directive, the CGEIP developed a process and staggered schedule for the periodic review of all the courses in each category of the general education program (e.g., Basic Required Courses; the Natural World, etc.). Every three years, the department responsible for teaching a course has been required to submit a portfolio. Although the required contents of this portfolio have changed only slightly over the years, it is noteworthy that for the past several years, online rather than paper portfolios have been required. The required components of the portfolio (as portrayed in Appendix C) include:

A summary by the department head or course director which:

- Gives an overview or description of how the course contributes to the aim and goals of the MSU general education program.
- Describes how the department ensures that all faculty teaching the course, including per course and teaching assistants, understand and incorporate the General Education goals in their sections as reflected in their syllabi.
- Describes any changes in the course during the past three years and why they were made. As well as whether or not any future modifications are planned - and if so, what and why.
- Describes in detail and with examples how the course's assessment data and results indicate that the course meets the General Education Goals.

A copy of the policy statement/syllabus for each section of the course in question with a list of the common general education goals found in each of the policy statements.

A completed General Education Oversight Table which shows how the goals of all course sections under review are linked to specific goals of the general education program. (See Appendix D.)

A copy of the assessment plan designed to determine how the course addresses the Aim and Goals of General Education. (“Departments must develop and implement strategies that will assess the effectiveness of the course in fulfilling its declared General Education goals. The information generated by this plan should then be used to help improve the course.”)

Course enrollment data by semester for the past three years.

A subcommittee of the CGEIP reviews each portfolio and recommends one of four outcomes for the course to the entire committee (See Appendix E.) The four options are:

OK; no changes required – continue in the General Education Program

OK; continue in the General Education Program. Address committee concerns before the next review.

Resubmit portfolio since it is either incomplete, or it is inadequate to determine whether or not the course should be continued in the General Education Program. Re-submit no later than _____.

Fail: Remove from the General Education Program.

Once the subcommittee has agreed on one of the above options, this information is shared with the entire CGEIP committee at a regular meeting. Representatives from the department offering the course are invited to attend this meeting to answer questions and receive clarification regarding any committee concerns. A vote by the CGEIP concludes this process.

One of the recognized shortcomings of this assessment process is the fact that the focus is directed on individual courses. An assessment of the overall program is not included.

ASSESSMENT OF GENERAL EDUCATION – the role of the University Exit Exam

Another component of the overall assessment process is the University Exit Exam which all undergraduate students must complete as part of their graduation requirements. The university uses the Educational Testing Service’s Proficiency Profile (previously named the Academic Profile, and later, the Measure of Academic Proficiency and Progress or MAPP) for this purpose.

According to the ETS website, the Proficiency Profile measures “proficiency in critical thinking, reading, writing, and mathematics in the context of humanities, social sciences, and natural sciences,” and “academic skills developed, as opposed to subject knowledge taught, in general education classes.” For these reasons, the University Exit Exam affords some general insights into the effectiveness of the overall general education program.

Because students are not required to perform at a certain level in order to graduate, we have struggled to ensure that everyone gives their best effort when taking the exit exam. Nevertheless, the results of this measure show that Missouri State students consistently score around the 70th percentile compared to the national average for institutions in our Carnegie classification. (Institutional averages for the past five years are posted at <http://www.missouristate.edu/assessment/128476.htm>.)

Despite the fact that the information generated by the University Exit Exam will not allow a direct measure of the effectiveness of the new revised general education program in meeting all of its goals and learning outcomes, the university should better utilize the insights the exam can offer when devising a new overall assessment plan.

CHANGES IN THE GENERAL EDUCATION PROGRAM SINCE 1997

There have been remarkably few changes to the general education program since its implementation in 1997. The aim and goals as well as the structure have remained unchanged. In contrast to the previous program which became untargeted and cumbersome (with over 350 course options) as attempts to revise the program generally led to many more additions than deletions, the number of course options comprising the current general education program has remained virtually the same.

Although difficult to fully identify, it is clear that some courses have been revised as a direct consequence of the periodic reviews by CGEIP. Admittedly, most of these changes have been minor, in their impact on the overall program.

Two other changes are more noteworthy. As originally envisioned by the Faculty Senate, “the content of Writing II may be discipline-based and may be taught within a department or college of a student’s major, by faculty trained to teach writing.” The intent of this language was to encourage departments or colleges to teach their majors how to write in a manner consistent with the expectations of their field. This idea never fully evolved. Although some departments did develop courses designed to fulfill this expectation, most realized quickly that teaching writing was a labor intensive endeavor. Faced with significant teaching load implications, most departments never developed a Writing II course. Others created a class only to stop teaching it later in favor of a second writing class taught by the English faculty. Currently only a handful of the more than 40 departments offer a Writing II class. This is not meant to imply that a second English writing class constitutes a significant problem; only that the original intent of the Writing II requirement is not being fulfilled for most students.

The second significant change involved the deletion of the general education capstone class (GEP 397 - Public Affairs Issues for the 21st Century) in 2008. As mentioned earlier, the University received its statewide mission from the state legislature in 1995. Because this coincided with the Faculty Senate's final approval of a new general education program, it was virtually impossible to completely integrate the new mission into the revised curriculum. As an initial attempt to ensure that all Missouri State students would be exposed to the mission, however, the Faculty Senate agreed to include a required upper level variable topics class to the new general education curriculum. With a 60 hour prerequisite, this new class was intended to serve as a capstone experience for all students. Faculty were encouraged to develop sections of the class designed to focus on a public affairs issue facing the community, region, state, nation or even globe. Proposals for specific sections of GEP 397 were reviewed and either approved or rejected. As a writing and discussion intensive class, the Faculty Senate advocated a cap of 40 students for each section.

Because GEP 397 was a university-wide class without a "home" in any of the academic departments, it was administered by the Associate Dean of the University College. Without a faculty dedicated to teaching the class, the Associate Dean relied upon the academic departments to allow their faculty to teach the class in load. Given the pressure most departments faced in meeting the needs of their own undergraduate and graduate programs as well as the needs of the honors program and the freshman orientation class, it became increasingly difficult to meet the demand for 35-40 sections of the capstone class each semester. Adjunct faculty and instructors began to assume more and more of the responsibility for teaching the class which was in direct contrast to the original plan to utilize primarily senior faculty.

After several years of struggling to meet the students' demand for the class, the Faculty Senate voted to delete GEP 397 from the general education program in 2006. In recognition of the fact that such a step would eliminate the curriculum's most obvious link to the University's mission, the Provost and President reluctantly agreed to the deletion but only with the stipulation that all undergraduate programs would identify and require public affairs intensive experiences for all their majors. Effective with the 2008-2009 undergraduate catalog, GEP 397 was removed from the general education requirements.

Faced with the 2005 HLC site team's admonition to more fully integrate the public affairs mission into the general education program, the deletion of the capstone class created an obvious dilemma for the University. This is one of the main reasons why the recent General Education Task Force was created and asked to recommend a revised program which ensured that all students fulfilled a specific set of public affairs goals and learning outcomes.

NEW GENERAL EDUCATION GOALS AND LEARNING OUTCOMES (2012-13)

After reviewing relevant literature, examining the core curricula of numerous other universities, surveying the faculty and students, holding open forums and student focus groups, attending a workshop offered by the AAC&U, and otherwise gathering information to help in its work, the

General Education Task Force recommended a new set of goals and specific learning outcomes to the CGEIP and eventually the Faculty Senate during the spring 2012 semester. The Task Force used the essential learning outcomes identified by the AAC&U and the Lumina Foundation as a starting point in this work.

In the end, the following five General Education Learning Goals were identified along with rationales for each.

Intellectual and Practical Skills

Knowledge of Human Cultures

Knowledge of the Natural World

Public Affairs

Integrative and Applied Learning

In addition to offering a definition of each of these Learning Goals, the Task Force recommended Specific Learning Outcomes for each Goal. The CGEIP and the Faculty Senate edited these recommendations before giving their final approval at the April 2012 meeting of the Faculty Senate (see [Appendix F](#)).

NEW GENERAL EDUCATION STRUCTURE

Recognizing that the structure of the new general education program must be designed so that all students who complete the program will achieve each of the five Learning Goals, the General Education Task Force recommended a structure (see [Appendix G](#)) with three main categories of requirements: Foundations (6 courses), Breadth of Knowledge (8 courses), and Capstone (1 course). In addition to identifying the kinds of classes that would comprise each of these categories, the Task Force also identified some of the General Learning Goals that should be addressed by each of the requirements.

Unfortunately, the 2011-12 academic year ended before this proposed structure could be considered by the CGEIP and the Faculty Senate. While this unanticipated delay made the initial goal of implementing the new general education program during the 2013-14 academic year impossible, the CGEIP and Faculty Senate resumed their work at the beginning of the subsequent academic year (2012-13). Extensive discussions over the course of several Senate meetings in the fall led to the approval of a slightly revised structure (see [Appendix H](#)). Perhaps the most significant change was the elimination of the recommended Capstone course which was originally envisioned as a mechanism to ensure that all students, including those transfer students whose general education is waived, are intentionally exposed to the public affairs mission. In recognition of the importance of this idea, the Senate later agreed to establish a

graduation requirement which focused on public affairs as part of every undergraduate program/major.

COURSE SELECTION

With the Goals and Learning Outcomes, as well as the overall structure established, the next step in the revision process focused on selecting the courses that would comprise the total program. With this in mind, the CGEIP issued a call for course proposals to the campus community (see [Appendix I](#)).

No classes in the existing general education program were simply grandfathered into the new program. Instead, every course was evaluated on the basis of several considerations. First and foremost, departments were asked to demonstrate a “well-planned and articulated incorporation of the Faculty-Senate Approved General Learning Goals and Specific Learning Outcomes according to the General Education Structure.” More specifically, departments were asked to identify which category of the new program they desired to be a part of – and which of the Specific Learning Outcomes assigned to that category they would incorporate into the course. In addition to a sample syllabus, the department was required to submit an assessment plan designed to measure the course’s effectiveness as a part of the general education program.

Those courses approved by the CGEIP were forwarded to the Faculty Senate during the spring 2013 semester. After several meetings, the Senate approved 94 classes for inclusion in the program (see [Appendix J](#)). As might be expected, a large proportion (80%) of these courses were carried over from the previous program, however, many will need to be revised to ensure an appropriate set of the new Learning Goals and Specific Learning Outcomes will be addressed. While additional classes may be approved for inclusion in the program in the future, it is unlikely the final number will grow significantly.

The current plan is to implement the new general education program in the fall, 2014 semester. This will mean that all students new to the University that semester will be expected to fulfill the new requirements. Continuing students, on the other hand, are likely to have the option of completing the requirements in effect when they started at the university or switching over to the new program.

TRANSFER STUDENT CONSIDERATIONS

Because increasing numbers of students attend multiple institutions while pursuing their undergraduate degree, it can become difficult for the institution from which these students graduate to ensure that they have fulfilled all of that institution’s general education expectations. Obviously, the more classes a student transfers in, the more problematic this assurance becomes. This is especially true if the receiving institution has learning outcomes, like public affairs, that are unique and outside the normal overlap of general education outcomes.

This issue is particularly relevant for two groups of students who transfer to Missouri State. Students who have earned an Associate of Arts degree from a regionally accredited institution before transferring to MSU are excused from taking additional lower division general education classes unless a specific class is needed to fulfill another graduation requirement such as a major or minor.

Furthermore, the Missouri Department of Higher Education requires that all state-supported schools identify a 42 hour transfer block built around eight common general education goals (see [Appendix K](#)). Private institutions have the option of also creating such a transfer block. When a student at any participating institution in the state completes the 42 hour block at that school before transferring to another participating institution, the receiving school is obligated to accept those courses as fulfilling its own 42 hour block. If the receiving school should have more than 42 hours required hours in its general education program, the transfer student may be required to take the additional hours outside the block. This state policy impacted the work of the Task Force in two significant ways. First, it was imperative that the revised program have at least 42 hours. In addition, the eight common statewide goals had to be incorporated into the Learning Goals and Specific Learning Outcomes of the recommended program.

The premise underlying each of the above scenarios is the understanding that significant overlap exists between the aims and goals underlying most general education programs. The eight common goals specified by the state were crafted to reflect this “common core” found in most general education programs across the country. While fundamentally sound, problems with this approach can arise when one of the main goals of the program revision process is to ensure that in addition to this common core, a unique set of outcomes (i.e., public affairs) is intentionally addressed in the general education curriculum. Students excused from taking general education at Missouri State would only be exposed to this mission while completing their major and as well as other university requirements. This dilemma is the main reason why the Task Force advocated an upper division Capstone class focusing largely on the public affairs competencies as part of the revised program. As noted previously, although the Faculty Senate did not approve the Capstone class, it recognized the importance of ensuring that every student, including all transfer students, are exposed to public affairs by incorporating at least 3 credits of related requirement(s) into every undergraduate major program.

In addition to the blanket general education waivers granted to transfer students with either an AA degree or the 42 hour transfer block, Missouri State has numerous articulation agreements with other institutions designed to aid students in the transfer process. Those students who arrive on campus with credits from another regionally accredited institution but without an AA degree or the 42 hour transfer block have their courses evaluated on a course-by-course basis. The university maintains an extensive online library of course equivalencies. While most of these equivalencies are established by the departments offering the equivalent course on campus, there are also numerous GEP equivalencies. These consist of classes which do not qualify for a direct equivalency but still fulfill the essence of a specific general education requirement.

COURSE TRANSFORMATION

In an effort to improve student success and learning in several general education classes with a history of relatively high DFW rates, the university has embarked on several course transformation initiatives.

The Psychology department was the University's participant in a statewide course transformation project in conjunction with the National Center for Academic Transformation (NCAT). Faculty completely redesigned PSY 121 Introductory Psychology, one of the largest enrollment classes on campus, to incorporate a blended approach. In the process, the former large lecture format (225 students) has been modified to increase section sizes (300 students) while also expanding the opportunities for students to participate in small group interactions and receive individual tutoring.

The English department is participating in a similar statewide project focusing on freshman composition classes which also utilizes a blended format.

The Mathematics department has adopted numerous strategies designed to improve student success in several of their general education and pre-general education classes.

Still other departments have adopted similar strategies with the goal of improving student success and learning in their large enrollment classes.

[click here to return to place in document](#)

Appendix A

Section I General Education Program: Goals

Part One: Intellectual Abilities and Dispositions

Improving our ability to make important choices involves attention to the intellectual skills, habits, and dispositions which help to guide such choices. General Education has as a goal of student learning the development of the following:

1. Conceptual and Practical Understanding of Modes of Learning, Problem-Solving, and Creative Inquiry
2. Information-Gathering, Reasoning, and Synthesizing Abilities
 - a. Skill in formulating questions and in setting goals for inquiry
 - b. Knowing how and when to make generalizations and value judgments
 - c. Skill in generating and evaluating observations and evidence
 - d. Skill in making deductive inferences
 - e. Ability to use relevant quantitative methods
3. Reflective, Creative, and Critical Dispositions
 - a. Striving to be well-informed and open-minded
 - b. Looking for multiple possibilities and being able to deal with ambiguity
 - c. Striving to achieve one's best with persistence and imagination
 - d. Willingness to make choices and to evaluate those choices
 - e. Intellectual self-awareness: being conscious of one's own thinking process, including the cultural and social contexts of that thinking
4. Communication skills
 - a. Writing and speaking with clarity and precision for diverse audiences
 - b. Making use of computers and other technological tools
 - c. Interpreting and communicating visual information

Part Two: Knowledge and Understanding

Developing educated people requires intensive study in many areas of inquiry as well as interdisciplinary explorations. The process involves different modes of scholarly discourse and methods of inquiry that have evolved in various fields of study. General Education provides students with an opportunity to perceive ways of linking the various areas of inquiry; in this way they can make creative and responsible connections not only among all of their general education courses but also among major, minor, and elective courses as well as with co-curricular educational opportunities in the larger university community. The categories listed below should not be regarded as separate from one another but as interdependent areas of knowledge and understanding.

A. Understanding of the Natural World

Study of the natural world provides an understanding of important principles and methodologies for making choices. Such study includes the following:

1. Knowledge of the physical universe, including its origin and the physical laws governing it

2. Knowledge of living systems, including their nature, organization, and evolution
3. Understanding the history and methods of scientific inquiry and alternative explanations of the natural world
4. Understanding the multiple influences on scientific inquiry and the consequences of science and technology
5. Understanding the ways human choices affect the earth and living systems and the responsibilities of individual citizens and communities to preserve global resources

B. Understanding of Culture and Society

Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. This learning includes the following:

1. Knowledge of the many expressions of culture, including understanding of the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities
3. Ability to trace the impact of technology on societies and cultures for diverse audiences
4. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship
5. Understanding the role of governmental regulation and of legal requirements, political processes, and financial and economic influences on decisions of individuals and society

C. Self-Understanding

To make informed choices, one must understand the natural and the social context in which one lives and must heed the ancient injunction to "know thyself." That self-understanding depends on the following:

1. Understanding the nature of our humanness and how human beings are like and different from the other beings with whom they share the planet
2. Knowledge of individual physical, emotional, intellectual, social and creative development as well as ability to use such knowledge to improve personal well-being
3. Knowledge of individual physical, emotional, intellectual, social, historical, spatial, and cultural matrices into which the individual is born; and the influence of the unique set of experiences which the individual encounters
4. Ability to perceive one's own being not only from cognitive perspectives but also from those perspectives which come from exposure to and creative vision of the arts to imagine the possibilities the future holds and to develop responsible goals for interactions with others, modes of personal expression, and roles in improving the world

Name

BASIC REQUIRED COURSES 14 21 Credit Hours

These courses should be completed within the first 75 hours.

GEP Code	Cr.	Hr.	Gr.
Complete One of the Following Options:			
<i>Waived if transferring 24 hours taken after high school (no credit)</i>			
GEP 101	First-Year Foundations	2	
UHC 110	Freshman Honors Seminar	2	
Complete One of the Following Options:			
<i>May waive by exam (no credit)</i>			
CIS 101	Computers for Learning	2(1-2)	
CSC 101	Computers for Learning	2(1-2)	
CSC 111*	Introduction to Computing	3(2-2)	
GEP 3	COM 115 Fundamentals of Public Speaking	3	
GEP 4	ENG 110 Writing I	3	
GEP 5	Writing II* <i>Please see your academic advisor for options</i>	3	
GEP 6	Math* <i>A Math course numbered 130 or higher</i>	3 - 5	
GEP 7	KIN 100 (formerly PED 100) <i>Fitness for Living</i> <i>Students who successfully complete basic training in any US military branch after 12-31-97 will receive credit for this requirement once military transcript has been received by the Office of Admissions (836-5517).</i>	2(1-2)	

NATURAL WORLD 8 10 Credit Hours

Select from 2 different areas. 1 course must have a lab.

GEP 8 w/lab	AST 114 Survey of Astronomy	4(4-0)	
	AST 115 Basic Astronomy (lab)	4(3-2)	
	PHY 100 Survey of Physics (lab)	4(3-2)	
GEP 9 no lab	PHY 101* Physics by Inquiry (lab)	4(2-4)	
	PHY 123* Introduction to Physics I (lab)	4(3-2)	
	PHY 203* Foundations of Physics I (lab)	5(3-4)	
GEP 10 w/lab	BIO 100 Biological Sciences for Educators (lab)	4(3-3)	
	BIO 102 Principles of Biological Science (lab)	4(3-2)	
	BIO 121* General Biology (lab)	4(3-3)	
GEP 11 no lab	BMS 100 Concepts/Issues in Life Sciences	4(4-0)	
	BMS 105 Concepts/Lab in Life Sciences (lab)	4(3-2)	
	BMS 110* Intro to the Biomedical Sciences (lab)	4(3-2)	
GEP 12 w/lab	CHM 105* Fundamentals of Chemistry (lab)	5(4-2)	
	CHM 106* Fundamentals of Chemistry	4(4-0)	
GEP 13 no lab	CHM 107 Chemistry for the Citizen (lab)	4(3-2)	
	CHM 160* Gen Chemistry I (see advisor for lab option)	4(4-0)	
GEP 14 w/lab	GLG 110 Principles of Geology (lab)	4(3-2)	
	GLG 171 Environmental Geology	4(4-0)	
GEP 15 no lab	GRY 135 Principles of Weather & Climate (lab)	4(3-2)	
	GRY 142 Introduction to Physical Geography (lab)	4(3-2)	

* Courses marked with an asterisk (*) have a prerequisite. Check the Undergraduate Catalog or class schedule for prerequisites.

Additional Requirements for Graduation

GEN 499	University Exit Exam	0	
	Senate Bill #4 - MO Constitution Study	0-1	

NOTES:

Total Credit Hours in General Education Program: 43-51 (3/13/12)

Student M-Number

CULTURE & SOCIETY 6 Credit Hours

Select one from each area.

GEP Code	Cr.	Hr.	Gr.
HUMANITIES PERSPECTIVE (Select One)			
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*	Sur. Art of Africa, Oceania, & Americas	3	
ART 274*	A History of Eastern Asian Art	3	
ENG 200	Introduction to Literature	3	
HST 103	World History to 1600	3	
HST 104	World History After 1600	3	
IDS 397	International Culture & Study Abroad	3	
LLT 121	Classical Mythology	3	
MUS 345	Music in World Culture & Society I	3	
MUS 346	Music in World Culture & Society II	3	
PHI 115	Ethics & Contemporary Issues	3	
REL 101	Literature & World of the Old Testament	3	
REL 102	Literature & World of the New Testament	3	
REL 131	Religion in America	3	

SOCIAL SCIENCES PERSPECTIVE (Select One)

AGR 100	Tech Impact on Society	3	
ANT 100	World Cultures	3	
ECO 155	Principles of Macroeconomics	3	
GRY 100	World/Regional Geography	3	
GRY 108	Principles of Sustainability	3	
MED 120	Mass Media & Society	3	
PLN 100	Understanding Cities	3	
SOC 150	Introduction to Society	3	

SELF-UNDERSTANDING 9 Credit Hours

Select one from each area.

SOCIAL/BEHAVIORAL PERSPECTIVE (Select One)			
ANT 125	Exploring Our Human Ancestry	3	
CFD 155	Principles of Human Development	3	
ENG 296*	Introduction to Linguistics	3	
GST 170	Sex, Gender, & Self	3	
PSY 101	Psychology for Personal Growth	3	
PSY 121	Introductory Psychology	3	

HUMANITIES PERSPECTIVE (Select One)

ART 200	Art in Context	3	
ENG 287*	Life Stages in Literature	3	
ENG 380*	Introduction to Women's Literature	3	
LLT 180	Hero & Quest	3	
MUS 239	Introduction to World Music	3	
PHI 105	Critical Thinking	3	
PHI 110	Introduction to Philosophy	3	
REL 100	Introduction to Religion	3	
REL 210	Paths of World Religion	3	

CREATIVITY & VISION PERSPECTIVE (Select One)

ENG 203*	Creative Writing - Poetry	3	
ENG 205*	Creative Writing - Non-Fiction	3	
ENG 215*	Creative Writing - Short Story	3	
MUS 241	The Language of Music	3	
THE 101	Introduction to Theatre & Drama Arts	3	
THE 109	Performance Studies	3	
DAN 180	Introduction to the Dance	3	

Students must use courses with at least four different course codes to satisfy the Culture & Society and Self-Understanding "Areas of Inquiry"

PUBLIC AFFAIRS 6 Credit Hours

AMERICAN STUDIES (Select One)			
HST 121	Survey of History of the U.S. to 1877	3	
HST 122	Survey of History of the U.S. since 1877	3	
American Democracy & Citizenship			
PLS 101	<i>If this course is transferred from another institution, the Senate Bill #4 requirement might not be satisfied. See academic degree audit.</i>	3	

Appendix C

CGEIP Tool for Evaluating General Education Courses

INSTRUCTIONS FOR SUBMISSION:

Download form, complete and submit electronically with Oversight Table Grid and with accompanying syllabi as attachments to Sandra Arthur (SArthur@missouristate.edu) and to Eric Sheffield, 2011-2012 CGEIP Committee Chair (ericssheffield@missouristate.edu).

Course _____ Review Date: Semester _____ Year _____

Department Head and/or other authors: _____

Please complete the table below for all course instructors, including lab instructors, adjuncts, etc. for all sections for the current and most recent fall or spring semester. (Add lines as needed.)

Sect.#	Names of instructors/person(s) responsible for course	Year Taught	Title/Rank	√ if Syllabus attached.

Department heads should use this form to respond to each of the following criteria. CGEIP reviewers will use this document to evaluate the materials.

1. Department Head and/or Author's Summary

Respond to each of the following items in the expandable gray box provided below each.

- a.** Give an overview or description of how the course contributes to the aim and goals of the Missouri State General Education Program.

Response:

b. Describe how the department ensures that all faculty teaching the course, including per course and teaching assistants, understand and incorporate the General Education goals in their sections as reflected in their Syllabi.

Response:

c. Describe any other changes in the course during the past three years and why they were made. If you anticipate any future modifications, explain what and why.

Response:

d. Describe **in detail and with examples** how the course's **assessment data and results** indicate that the course meets the General Education Goals.

Response:

2. Syllabi/Policy Statements

In each policy statement/syllabus highlight in yellow the General Education Component and subcomponent (e.g., Basic Required Skills, Areas of Inquiry [Natural World, Culture and Society, Self-Understanding], or Public Affairs) areas addressed in the course. In the box below, include a listing of the General Education goals found in the policy statement or syllabus and common to each section. (You may cut and paste from the syllabi.)

Response:

3. General Education Oversight Table

Complete the CGEIP Oversight Table showing how the goals of all course sections under review are linked to specific goals of Missouri State University's General Education program.

Instructions: When filling out the table, departments should include only course goals that are closely linked to the University's General Education goals. No General Education course is likely to address each one of the University General Education goals in the table. Other goals that are appropriate to the course but NOT germane to General Education do not need to be included in the Oversight Table.

4. Assessment Plan

All departments must have procedures in place (an assessment plan) to determine how the course addresses the Aim and Goals of General Education. **Please include a sample of the assessment tool in the CGEIP review packet.**

Note: Although student evaluations and course assessment may be closely aligned, CGEIP's focus is on **course** assessment. Departments must develop and implement strategies that will assess the effectiveness of the course in fulfilling its declared General Education goals. The information generated by this plan should then be used to help improve the course. Those departments needing help with assessment strategies should contact the Director of the Center for Assessment.

Provide this information on the *General Education Oversight Table* document and submit electronically with this form and the attending syllabi.

5. Enrollment Data

CGEIP will review enrollment data to determine whether sufficient interest and enrollment exists to continue the course in the General Education Program. Provide course enrollment data by semester for the past three years. Indicate the semester taught and the number of students enrolled.

Year	Spring	Summer	Fall	Annual Total

6. Final Checklist

_____ All required sections of this CGEIP Evaluation Tool have been completed.

_____ General Education Review/CGEIP Oversight Table is complete.

_____ All related Syllabi are attached.

_____ Department Head and/or other author signatures have been included below.

_____ Date of submission is included below.

Department Head (type) _____ Date _____

Signature _____ √ if sent electronically _____

Other author(s) (type) _____ Date _____

Signature(s) _____ √ if sent electronically _____
(Add lines as needed.)

Thank you for your participation in the General Education Program
and your cooperation in our evaluation process.

Appendix D

CGEIP Oversight Table Grid

For more details and exact wording of General Education Program and Requirements, see <http://www.missouristate.edu/generaleducation>

INSTRUCTIONS FOR SUBMISSION:

Download form, complete and submit electronically with CGEIP Tool for Evaluating General Education Courses and with accompanying syllabi as attachments to Sandra Arthur (Sarthur@missouristate.edu) and to Eric Sheffield, 2011-2012 CGEIP Committee Chair (Ericsheffield@missouristate.edu).

Course name _____

Number of sections _____

Names of instructors _____

CGEIP Goals (This column lists ALL of them. In the columns to the right address only those that apply to your course.)	List the entire wording of the corresponding course goals common to all sections as listed in the syllabi.	Describe the assessment measure for each course Gen. Ed. Goal (at least 3). (Ex. pre-test/post-tests, quizzes, exams, etc.).	Who carries out each assessment (Ex. course instructor, program director, etc.)?	When is each assessment performed (Ex. end of semester, once a year, etc.)?
Part I Goals (You do not have to address all of these)				
A. Conceptual and Practical Understanding of Modes of Learning, Problem-Solving and Creative Inquiry				
B. Information-Gathering, Reasoning, and Synthesizing Abilities				
1. Skill in formulating questions and in setting goals for inquiry				
2. Knowing how and when to make generalizations and value judgments				
3. Skill in generating and evaluating observations and evidence				
4. Skill in making deductive inferences				
5. Ability to use relevant quantitative methods				
C. Reflective, Creative, and Critical Dispositions				
1. Striving to be well-informed and open-minded				
2. Looking for multiple possibilities and being able to deal with ambiguity				
3. Striving to achieve one's best with persistence and imagination				
4. Willingness to make choices and to evaluate				

those choices				
5. Intellectual self-awareness: being conscious of one's own thinking process, including the cultural and social contexts of that thinking				
D. Communication Skills				
1. Writing and speaking with clarity and precision for diverse audiences				
2. Making use of computers and other technological tools				
3. Interpreting and communicating visual information				
Part 2 Goals (address your area and others that may apply)				
A. Understanding of the Natural World				
1. Knowledge of the physical Universe, including its origin and the physical laws governing it.				
2. Knowledge of living systems, including their nature, organization, and evolution.				
3. Understanding the history and methods of scientific inquiry and alternative explanations of the natural world.				
4. Understanding the multiple influences on scientific inquiry and the consequences of science and technology.				
5. Understanding the ways human choices affect the earth and living systems and the responsibilities of individual citizens and communities to preserve global resources.				
B. Understanding of Culture and Society				
1. Knowledge of the many expressions of culture, including: a. Understanding the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time.				
b. Ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race				
c. Familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact				
d. Awareness of and appreciation for the ways				

in which culture and society influence and are influenced by work and leisure				
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities.				
3. Ability to trace the impact of technology on societies and cultures for diverse audiences.				
4. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship.				
5. Understanding the role of government regulation and of legal requirements, political processes, and financial and economic influences on decisions of individuals and society.				
C. Self-Understanding				
1. Understanding the nature of our humanness and how human beings are like and different from the other beings with whom they share the planet.				
2. Knowledge of individual physical, emotional, intellectual, social and creative development as well as ability to use such knowledge to improve personal well-being.				
3. Knowledge of individual physical, emotional, intellectual, social, historical, spatial, and cultural matrices into which the individual is born; and the influence of the unique set of experiences which the individual encounters.				
4. Ability to perceive one's own being not only from cognitive perspectives but also from those perspectives which come from exposure to and creative vision of the arts – to imagine the possibilities the future holds and to develop responsible goals for interactions with others, modes of personal expression, and roles in improving the world.				

Appendix E

Reviewer's Companion to the CGEIP Tool for Evaluating General Education Courses

INSTRUCTIONS FOR SUBMISSION:

Download form, complete and submit electronically to your subcommittee chair or to Sandra Arthur (SArthur@missouristate.edu). Add lines as needed in the table for more authors.

CGEIP reviewers: Chair _____, _____, _____, _____

Course _____ Review Date: Semester _____ Year _____

Department Head and/or other authors: _____

Please complete the table below for all course instructors, including lab instructors, adjuncts, etc. for all sections for the current and most recent fall or spring semester. (Add lines as needed.)

Sect.#	Names of instructors/person(s) responsible for course	Year Taught	Title/Rank	√ if Syllabus attached.

A. Has the requested material been provided to determine whether or not this course is attempting to meet the aims and goals of General Education?

Reviewer comments:

B. Is this course attempting to meet the aims and goals of General Education?

Reviewer comments:

C. Rating scale for final recommendation:

- 1 OK; no changes required – continue in the General Education Program
- 2 OK; continue in the General Education Program. Address committee concerns before the next review.
- 3 Resubmit portfolio since it is either incomplete, or it is inadequate to determine whether or not the course should be continued in the General Education Program. Re-submit no later than _____.
- 4 Fail: Remove from the General Education Program.

Reviewer 's final comments:

Rating

Subcommittee Chair's Summary and Final Recommendation:

Final Rating _____

Appendix F

Committee on General Education and Intercollegiate Programs General Education Learning Goals and Outcomes Missouri State University

(approved by Faculty Senate April 26, 2012)

(amended by Faculty Senate October 2, 2012)

Purpose:

This document is designed to convey to faculty, and others who are interested, the basic structure of general and specific learning outcomes for general education at Missouri State University (MSU). The approved learning outcomes will then be used to prepare a curricular structure and recommend an assessment plan.

Process:

MSU's Task Force on General Education Revision, drawing from the American Association of Colleges and Universities (AACU) and other institutions in Missouri and across the country (for a complete list see <http://www.missouristate.edu/provost/GenEdReview/default.htm>), proposed a set of general education rationales, general learning goals, and specific learning outcomes for Missouri State University faculty and students. Those proposed rationales, goals, and outcomes were then taken up by the Committee on General Education and Intercollegiate Programs (CGEIP). CGEIP revised the proposed document based on further input from the campus community. This document represents literally years of work and comes to Faculty Senate for consideration with a strong endorsement from CGEIP.

Upon approval of the learning goals and related curricular structure by Faculty Senate, a call for course proposals will be issued by CGEIP. The call for course proposals will include clear guidelines for incorporating the proposed learning outcomes and their corresponding assessment plans within the approved general education curricular structure.

Major Categories:

The categories listed do not necessarily correspond to specific courses. Rather, the general education curriculum as a whole should accomplish the learning goals.

General Education Learning Goals and Rationales

I. Intellectual and Practical Skills

Rationale: The general education curriculum provides students with a broad educational experience that will encourage an appreciation of lifelong learning. By focusing on a variety of cognitive, interpersonal, and communicative skills, the curriculum is designed to provide students with the skills and knowledge necessary to succeed both in their chosen field of study and as informed and responsible citizens in contemporary society.

II. Knowledge of Human Cultures

Rationale: In an increasingly interconnected world, students' professional, social, civic, and personal lives are affected by the complexity of human interaction. Thus, students must understand the nature and underlying mechanisms of that interaction in a broad variety of contexts.

III. Knowledge of the Natural World

Rationale: By studying the natural and physical sciences, students must understand the basic workings and interconnectedness of the universe and develop disciplined habits of thought that strengthen their abilities to reason inductively and deductively and understand the role of science in contemporary society.

IV. Public Affairs

Rationale: Students must prepare for their roles as world citizens by cultivating civic virtues, understanding the bonds that unite people, exploring and executing citizenship obligations, understanding the effects of private behavior in the public sphere, and recognizing and reflecting on public issues.

V. Integrative and Applied Learning

Rationale: Educated persons must be able to apply their knowledge, abilities, and skills appropriately to real-life situations.

General Learning Goals with Specific Learning Outcomes

Revised October 2, 2012

I. Intellectual and Practical Skills

a. Critical Inquiry, Analysis, and Problem Solving

General Goal (1): Students will be able to develop the disposition and skills to gather, organize, refine, analyze, and evaluate critically information and ideas.

1. Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems.
2. Identify relevant information sources, make reasoned choices among those sources, and open-mindedly follow where those sources lead.
3. Justify conclusions reached in the analysis of information.
4. Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information.

b. Creative Thinking and Expression

General Goal (2): Students will be able to develop new ideas, products, or solutions and explore novel perspectives and approaches.

1. Develop creative and novel solutions to personally and socially relevant problems.
2. Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter.

c. Written Communication

General Goal (3): Students will be able to develop and express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.

1. Demonstrate consideration of context, audience, and purpose with a clear focus on the assigned tasks (e.g., the writing aligns with audience, purpose, and context).
2. Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks, including organization, content, presentation, and stylistic choices.
3. Correctly use language that conveys meaning to readers.
4. Use writing for inquiry, learning, and thinking to find, evaluate, analyze, and synthesize appropriate primary and secondary sources and integrate their own ideas with those of others.

d. Oral Communication

General Goal (4): Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

1. Convey the central message clearly and consistently, using supporting material.
2. Demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.
3. Demonstrate language choices that support the effectiveness of the communication and are appropriate to the intended audience(s).
4. Employ interesting and effective delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness).
5. Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker's credibility/authority on the topic.

e. Quantitative Literacy

General Goal (5): Students will be able to reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate.

1. Interpret and communicate information presented in mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).
2. Convert relevant information into various mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).
3. Calculate numerically and symbolically to solve a problem.
4. Analyze data quantitatively as the basis for competent, valid, and reliable inferences in order to draw reasonable and appropriate conclusions.
5. Use appropriate mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.
6. Express evidence in support of an argument by employing an appropriate form of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).

f. Information Literacy

General Goal (6): Students will be able to know when there is a need for information and then be able to identify, locate, evaluate, and effectively and responsibly use and share that information for a particular problem.

1. Completely define the scope of research questions or theses. Select information sources needed to answer these research questions.
2. Access information using a variety of search strategies and relevant sources.
3. Evaluate critically the accuracy and validity of information sources and the relevant contexts in which they are presented.
4. Organize, synthesize, and communicate information from sources so the intended purpose is achieved.
5. Distinguish between common knowledge and ideas requiring attribution. Correctly choose between paraphrasing, summarizing, or quoting when incorporating citations.
6. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

g. Collaboration

General Goal (7): Students will be able to understand the collaborative process and work collaboratively with others to solve problems and make informed decisions.

1. Demonstrate understanding of the roles, skills, and behaviors required for effective teamwork and goal attainment.
2. Demonstrate values, knowledge, and skills, such as building upon the ideas of others and treating team members with respect, which support a collaborative culture.
3. Understand conflict and employ responses that strengthen collaboration; formulate productive responses to criticism and conflict.
4. Appraise alternative solutions or courses of action that build on the ideas of others.

II. Knowledge of Human Cultures

a. Social and Behavioral Sciences

General Goal (8): Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

1. Explain and compare social institutions, structures, and processes across a range of historical periods and cultures around the globe.
2. Understand the past and how it influences present world societies and contemporary problems.
3. Use social science methods to explain or predict individual and collective human behavior and decision-making.
4. Articulate interdependence of people and places around the globe.
5. Understand and differentiate biological, cognitive, and social environmental factors that influence human behavior.
6. Understand and apply behavioral science principles to personal, social, and organizational issues.

b. Humanities and the Arts

General Goal (9): Students will cultivate their intellect, imagination, and creativity as they develop an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.

1. Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.
2. Utilize knowledge of various critical and theoretical frameworks to analyze and respond to works in humanities and the arts.
3. Develop creative capabilities.
4. Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavioral patterns.

5. Analytically compare the influences of community, institutions, and other constructions such as class, gender, and race on the ways of thinking, believing, and acting in cultural and historical settings other than one's own.

III. Knowledge of the Natural World

a. Life Sciences

General Goal (10): Students will understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.

1. Understand living systems by describing their nature, organization, and evolution.
2. Understand and use the processes by which scientific knowledge of living things is generated.
3. Develop knowledge of living things through hypothesis testing and gain the ability to draw defensible conclusions regarding living things.
4. Make logical connections between key concepts in the life sciences and describe the interaction between human lives and other living things.
5. Understanding the human species as a biological organism
6. Understand the ways the environment impacts humanity and how human actions affect the environment.

b. Physical Sciences

General Goal (11): Students will understand and actively explore fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe.

1. Demonstrate knowledge of the physical universe and planet earth, including its origin and physical processes.
2. Understand and use the processes by which knowledge of the physical world is generated.
3. Develop knowledge and principles of the physical world through hypothesis testing and gain the ability to draw defensible conclusions regarding the physical world.
4. Make logical connections between key concepts in the physical sciences and describe the interaction between human lives and the physical world
5. Understand the ways the environment impacts humanity and how human actions affect the environment.

IV. Public Affairs

a. Community Engagement

General Goal (12): Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

1. Identify the rights and responsibilities they have in their own communities and the broader society.
2. Recognize the ways in which they can exercise their rights and responsibilities.
3. Utilize knowledge from academic fields, making relevant connections to civic and political participation.
4. Recognize the needs of the communities to which they belong and understand how to address those needs.

b. Cultural Competence

General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

1. Examine and articulate perspectives and behaviors they acquire in their homes, schools, and communities.
2. Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.
3. Identify the importance and best practices of developing skills for working/interacting with others.
4. Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.

c. Ethical Leadership

General Goal (14): Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

1. Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent.
2. Understand the foundations for ethical thought and action.
3. Identify areas of difficulty in responding to situations demanding ethical inquiry.
4. Analyze complex ethical dilemmas facing the world.
5. Understand and evaluate the causes of societal problems and potential solutions.
6. Understand the importance of actions related to personal health, well-being, and self-awareness to the effective leadership of others.

V. Integrative and Applied Learning

General goal (15): Students will be able to synthesize information and integrate material from a variety of courses, as they apply their knowledge, abilities, and skills to specific situations.

1. Utilize academic knowledge to develop solutions to complex problems.
2. Integrate knowledge, abilities and skills across disciplines to understand real life experiences and/or social situations.
3. Evaluate and integrate issues from multiple perspectives in order to develop creative solutions.
4. Adapt and apply knowledge gained in one situation to subsequent situations

DRAFT 5.3.12

GENERAL EDUCATION STRUCTURE

This document should be read in conjunction with a forthcoming Call for Course Proposals, which will explain the role of general and specific learning goals and the criteria for considering proposed courses.

Total Credits = 42-45 lower division & 3 upper division

I. Foundations (17-19 credits)

- 2 credits, 100 level: First -year seminar
 - Must be taken during first semester on campus
 - General Learning Goals (GG): Public Affairs (12, 13 & 14), Information Literacy (6) , & Collaboration (7)
- 3 credits, 100 level: focus on Written Communication & Information Literacy
 - Should be taken during first year
 - GG: Written Communication (3) & Information Literacy (6)
- 3 credits, 100 level: focus on Oral Communication
 - Should be taken during first year
 - GG: Oral Communication (4)
- 3-5 credits, 100 level or above: focus on Quantitative Literacy
 - GG: Quantitative Literacy (5)
- 3 credits, 200 level or above: focus on Written Communication & Integrative & Applied Learning
 - GG: Written Communication (3) & Integrative & Applied Learning (15)
- 3 credits, 200 level: focus on Public Issues
 - GG: Critical Inquiry (1) & Creative Thinking & Expression (2) & Public Affairs (12, 13 or 14)

II. Breadth of Knowledge (25-26 credits; all courses at 100- or 200-level)

A. Knowledge of Human Cultures (12 credits, at least 4 different prefixes)

Two 3-credit courses: Social & Behavioral Sciences

- GG: Social & Behavioral Sciences (8)

One 3-credit course: Humanities

- GG: Humanities & the Arts (9)

One 3-credit course: the Arts

- GG: Humanities & the Arts (9)

B. Knowledge of the Natural World (7-8 credits with one course in each category, with different prefixes; one course must have a lab.)

One course, 3-4 credits: Physical Sciences

- GG: Physical Sciences (11)

One course, 3-4 credits: Life Sciences

- GG: Life Sciences (10)

C. Public Affairs (6 credits)

3 credits: focus on Constitutions and Institutions of the US and Missouri (Senate Bill #4 requirement)

- GG: Community Engagement (12)

3 credits: focus on Cultural Competency

- GG: Cultural Competency (13) & Ethical Leadership (14)

III. Capstone (3 credits; 300-level or higher)

3 credits: focus on Integrative & Applied Learning & Public Affairs

May be counted as part of a degree program

Prerequisite: minimum of 60 credit hours

- GG: Integrative & Applied Learning (15)
- GG: Public Affairs (at least 2 of 3): Community Engagement (12), Cultural Competency (13) or Ethical Leadership (14)

Total Credits = 42-45 lower division & 3 upper division

Appendix H

GENERAL EDUCATION STRUCTURE

Revised final document

This document should be read in conjunction with the [Call for Course Proposals](#) and the Faculty Senate approved [General Education Learning Goals and Outcomes](#) documents.

Total Credits = 45-50

I. Foundations (14-16 credits)

- One course, 2 credits, 100 level: First-year seminar*
 - Must be taken during first semester on campus
 - General Learning Goals (GG): Public Affairs (12, 13 & 14), Information Literacy (6), & Collaboration (7)

*This course is only required to address one Specific Learning Outcome for each of the General Learning Goals listed
- One course, 3 credits, 100 level: Focus on Written Communication & Information Literacy
 - Should be taken during first year
 - GG: Written Communication (3) & Information Literacy (6)
- One course, 3 credits, 100 level: Focus on Oral Communication
 - Should be taken during first year
 - GG: Oral Communication (4) & Information Literacy (6)
- One course, 3-5 credits, 100 level or above: Focus on Quantitative Literacy
 - GG: Quantitative Literacy (5)
- One course, 3 credits, 200 level or above: Focus on Written Communication & Integrative and Applied Learning
 - GG: Written Communication (3) & Integrative and Applied Learning (15)

II. Breadth of Knowledge (31-34 credits; all courses at 100- or 200-level)

A. Knowledge of Human Cultures (12 credits, at least 4 different prefixes)

- Two courses, 6 credits: Focus on Social and Behavioral Sciences
 - GG: Social and Behavioral Sciences (8)
- One course, 3 credits: Focus on Humanities
 - GG: Humanities and the Arts (9)
- One course, 3 credits: Focus on the Arts
 - GG: Humanities and the Arts (9) & Collaboration (7)

B. Knowledge of the Natural World (7-10 credits with one course in each category, with different prefixes; at least one course must have a lab.)

- One course, 3-5 credits: Focus on Life Sciences
 - GG: Life Sciences (10)
- One course, 3-5 credits: Focus on Physical Sciences
 - GG: Physical Sciences (11)

C. Public Affairs (12 credits)

- Two courses, 6 credits: Focus on Constitutions of US & Missouri and American History and Institutions (Senate Bill #4 requirement)
 - GG: Cultural Competence (13) & either Community Engagement (12) or Ethical Leadership (14)
- One course, 3 credits: Focus on Cultural Competence
 - GG: Cultural Competence (13) & either Community Engagement (12) or Ethical Leadership (14)
- One course, 3 credits: Focus on Public Issues
 - Prerequisite: minimum of 12 credit hours completed
 - GG: Critical Inquiry (1), Creative Thinking and Expression (2), & Public Affairs (12, 13 or 14)

Total Credits = 45-50

[Click here to return to place in document](#)

Appendix I

Application Form for Proposed Courses

Revised General Education Program Curriculum

Course Information:

Course Dept. Code & Number:

Course Title:

Credit Hours:

Prerequisites:

Does this course require concurrent enrollment in another course? Yes No

Select one:

- New Course
- Revision of Existing Course

Briefly describe the course and how it aligns with the [General Learning Goals](#) (250 word maximum):

Attach a sample syllabus containing a policy statement including clearly articulated General Learning Goals and Specific Learning Outcomes for the course.

No file selected.

Curricular Area, General Learning Goals, & Specific Learning Outcomes:

Courses in the revised general education program will be required to meet the General Learning Goals (General Goals; GG) listed in their particular category of the Faculty Senate approved General Education Structure. In order to meet the requirement for each General Goal, courses must focus on a minimum number of Specific Learning Outcomes (SLOs), and an assessment plan must be identified for each of those SLOs.

The following are the minimum SLO requirements for each General Goal as determined by CGEIP: minimum of two SLOs for General Goals 2, 7, 12, 13, & 15; minimum of three SLOs for General Goals 1, 3, 4, 6, 8, 9, 10, 11, & 14; and minimum of four SLOs for General Goal 5.

NOTE: The first-year seminar course is only required to address one specific learning outcome for each of its General Goals listed in the Faculty Senate approved General Education Structure.

1. Indicate the area of the General Education Curriculum in which the proposed course would be included (i.e., Foundations, Breadth of Knowledge, or Capstone).
 - a. Foundations
 - b. Breadth of Knowledge

Enrollment:

How many students would be served by this course per semester?

	Fall	Spring	Summer	Intersessions
Number of Sections:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Enrollment Per Section:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Total Annual enrollment:

Other Considerations:

In which modalities will the course be offered? (Check all that apply.)

- Traditional
- Online
- Blended
- I-Course
- Lab
- Evening
- Other

Which High Impact Education Experiences (HIEE) will the course include, if any? (Check all that apply.)

- Discussions
- Internship
- Interdisciplinary Elements
- Learning Communities
- Service Learning
- Study Away
- Team Teaching
- Other

Instruction:

Who would generally teach the course? (i.e., full-time faculty, adjunct faculty, teaching assistants, etc.)

What criteria will be used to determine the qualifications of course instructors?

Description of instructional methods that support student success.

Assessment:

NOTE-All approved general education courses must provide quantitative assessment data annually.

Who will be the primary individual(s) to review and analyze assessment data across sections?

- Assessment coordinator
- Course coordinator
- Curriculum committee
- Department assessment committee
- Department Head
- Individual faculty member
- Program director/coordinator
- Team of faculty members
- Other

How will results be shared with those that teach the course? (Choose all that apply)

- Electronic discussion board
- Oral report
- Program Review report
- Self-study
- Written report
- Other

When will results be shared with those that teach the course? (Choose all that apply)

- Each semester
- Each year
- Regular department meeting
- Retreat
- Special department/faculty meeting
- Other

Who will serve as the Course Coordinator responsible for the assessment of the General Learning Goals and Specific Learning Outcomes associated with this course?

Has the course coordinator completed the General Education Assessment training? Yes No



Appendix J

General Education Program Requirements

(45-50 hours)

Every course in the program will promote a common set of General Education objectives. The major components are Basic Required Courses, Areas of Inquiry, and Public Affairs. 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 from Missouri State. General Education courses may not be taken on a Pass/Not Pass basis. Note: Most students will complete the General Education Program with 47 credit hours.

Students may count no more than 3 classes with the same course code towards the general education requirement.

Students are strongly encouraged to complete their Foundation before completing 75 credit hours.

Note: Many majors and degrees require specific General Education courses. Students should review specific major and/or degree requirements before enrolling in General Education courses.

I. Foundations (14-16 credits)

- First-year seminar* (*One course, 2 credits, 100 level*)
 - Must be taken during first semester on campus
 - General Learning Goals (GG): Public Affairs (GG12, GG13 & GG14), Information Literacy (GG6), & Collaboration (GG7)
 - Course Options:
 - GEP 101 – First Year Foundations (2)
 - UHC 110 – Freshman Honors Seminar (2)
- *This course is only required to address one Specific Learning Outcome for each of the General Learning Goals listed

- Focus on Written Communication & Information Literacy (*One course, 3 credits, 100 level*)
 - Should be taken during first year
 - General Learning Goals (GG): Written Communication (GG3) & Information Literacy (GG6)
 - Course Options:
 - ENG 110 – Writing I (3)

- Focus on Oral Communication (*One course, 3 credits, 100 level*)
 - Should be taken during first year
 - General Learning Goals (GG): Oral Communication (GG4) & Information Literacy (GG6)

- Course Options:
 - COM 115 – Fundamentals in Public Speaking (3)
- Focus on Quantitative Literacy (*One course, 3-5 credits, 100 level or above*)
 - General Learning Goals (GG): Quantitative Literacy (GG5)
 - 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 (3)
- Focus on Written Communication & Integrative and Applied Learning (*One course, 3 credits, 200 level or above*)
 - General Learning Goals (GG): Written Communication (GG3) & Integrative and Applied Learning (GG15)
 - Course Options:
 - ENG 210 – Writing II: Writing Across the Disciplines (3)
 - ENG 221 – Writing II: Writing for the Professions (3)
 - ENG 310 – Writing II: Writing for the Professional and Graduate 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)

II. Breadth of Knowledge (31-34 credits; all courses at 100- or 200-level)

A. Knowledge of Human Cultures (*12 credits, at least 4 different course codes*)

- Focus on Social and Behavioral Sciences (*Two courses, 6 credits*)
 - General Learning Goals (GG): Social and Behavioral Sciences (GG8)
 - Course Options:
 - AGR 100 – Technologies Impact on Society (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 (*One course, 3 credits*)
 - General Learning Goals (GG): Humanities and the Arts (GG9)
 - 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)
 - ENG282 – Literature by Women (3)
 - ENG283 – Folklore and Cultural Engagement (3)
 - HST103 – World History Since 1600 C.E. (3)
 - HST 104 – World History to Circa 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 – Literature and World of the Old Testament/Hebrew Bible (3)
 - REL 102 – Literature and World of the New Testament (3)
- Focus on the Arts (*One course, 3 credits*)
 - General Learning Goals (GG): Humanities and the Arts (GG9) & Collaboration (GG7)
 - 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)

B. Knowledge of the Natural World (*7-10 credits with one course in each category, with different course codes; at least one course must have a lab.*)

- Focus on Life Sciences (*One course, 3-5 credits*)
 - General Learning Goals (GG): Life Sciences (GG10)
 - Course Options:
 - BIO 100 – Biological Sciences for Educators (4; 3-3)
 - BIO 101 – Biology in Your World (3; 3-0)

- BIO 111 – Understanding Biological Systems through Inquiry (1; 0-2)
 - BIO 121 – General Biology I (4; 3-3)
 - BMS 100 – Concepts and Issues in the Life Sciences (4; 4-0)
 - BMS 105 – Concepts and Lab in the Life Sciences (4; 3-2)
 - BMS 110 – Introduction to the Biomedical Sciences (4; 3-2)
 - BMS 111 – Introduction to Lab in the Biomedical Sciences (1; 0-2)
 - GLG 115 – Life of the Past (3; 3-0)
- Focus on Physical Sciences (*One course, 3-5 credits*)
 - General Learning Goals (GG): Physical Sciences (GG11)
 - Course Options:
 - AST 113 – Modern Astronomy (3; 3-0)
 - AST 114 – Survey of Astronomy (4; 4-0)
 - AST 115 – Basic Astronomy (4; 3-2)
 - CHM 107 – Chemistry of the Citizen (3; 3-0)
 - CHM 108 – Chemistry of the Citizen Lab (1; 0-2)
 - CHM 116 – Fundamentals of Chemistry (4; 4-0)
 - CHM 117 – Fundamentals of Chemistry Lab (1; 0-2)
 - GLG 110 – Principles of Geology (4; 3-2)
 - GLG 171 – Environmental Geology (3; 3-0)
 - GRY 135 – Principles of Weather and Climate (4; 3-2)
 - GRY 142 – Introduction to Physical Geography (4; 3-2)
 - PHY 100 – Survey of Physics (4; 3-2)
 - PHY 101 – Physics by Inquiry for Educators (4; 2-6)
 - PHY 123 – Introduction to Physics I (4; 3-2)
 - PHY 203 – Foundations of Physics I (5; 4-2)

C. Public Affairs (*12 credits; at least 4 different course codes*)

- Focus on Constitutions of US & Missouri and American History and Institutions (*Senate Bill #4 requirement; Two courses, 6 credits; two different course codes*)
 - General Learning Goals (GG): Cultural Competence (GG13) & either Community Engagement (GG12) or Ethical Leadership (GG14)
 - Course Options:
 - HST 121 – Survey of the History of the United States to 1877 (3)
 - HST 122 – Survey of the History of the United States Since 1877 (3)
 - PLS 101 – American Democracy and Citizenship (3)
- Focus on Cultural Competence (*One course, 3 credits*)
 - General Learning Goals (GG): Cultural Competence (GG13) & either Community Engagement (GG12) or Ethical Leadership (GG14)
 - Course Options:
 - ANT 100 – World Cultures (3)

- GRY 100 – World Regional Geography (3)
 - LLT 180 – The Heroic Quest (3)
 - MCL 200 – Global Perspectives on Language and Culture in Society (3)
 - REL 100 – Introduction to Religion (3)
 - REL 210 – Paths of World Religion (3)
 - SWK 219 – Human Diversity (3)
- Focus on Public Issues (*One course, 3 credits*)
 - Prerequisite: minimum of 12 credit hours completed
 - General Learning Goals (GG): Critical Inquiry (GG1), Creative Thinking and Expression (GG2), & Public Affairs (GG12, GG13 or GG14)
 - Course Options:
 - CIS 200 – Critical and Creative Thinking Using Information Technology (3)
 - CSC 201 – Public Affairs and Issues in Computing (3)
 - ECO 101 – Economics of Social Issues (3)
 - ENG 201 – Public Issues in Popular Culture (3)
 - ENG 222 – Writing for Social Change (3)
 - KIN 210 – Healthy Lifestyles: Preventive Approaches (3; 2-2)
 - 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)

Note: Transfer students who have had a course in American government (PLS 101) that did not include a study of the Missouri constitution must complete PLS 103 (1 hour).

Appendix K

D. GENERAL EDUCATION GOALS AND COMPETENCIES

Two terms describe the aims of general education in the state of Missouri, *goals* and *competencies*. The term *goals* refers to the curricular intent of state policy regarding the academic skills and knowledge content of general education. The term *competencies* denotes illustrative state-level expectations for student performance in general education. Faculty at each institution design a general education program that fits the ethos and mission of each institution and meets state-level curricular goals. Each general education program must also specify institution-level student competencies that will follow from achieving these curricular goals and which are in alignment with the suggested competencies listed in the following sections. These general education aims and outcomes may be achieved in various ways, including through traditional courses, through interdisciplinary teaching, or through competencies embedded across the curriculum. State-level curricular goals and institution-level student competencies for general education fall into two categories: academic skills and knowledge.

1. Skills Areas

a. Communicating

State-Level Goal: To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

Suggested Competencies: Students will demonstrate the ability to...

- analyze and evaluate their own and others' speaking and writing. Conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- communicate effectively in groups by listening, reflecting, and responding appropriately and in context.
- use mathematical and statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.

b. Higher-Order Thinking

State-Level Goal: To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

Suggested Competencies: Students will demonstrate the ability to...

- recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.
- use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.
- defend conclusions using relevant evidence and reasoned argument.
- reflect on and evaluate their critical-thinking processes.

c. Managing Information

State-Level Goal: To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

Suggested Competencies: Students will demonstrate the ability to...

- access and/or generate information from a variety of sources, including the most contemporary technological information services.
- evaluate information for its currency, usefulness, truthfulness, and accuracy.
- organize, store, and retrieve information efficiently.
- reorganize information for an intended purpose, such as research projects.
- present information clearly and concisely, using traditional and contemporary technologies.

d. Valuing

State-Level Goal: To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

Suggested Competencies: Students will demonstrate the ability to...

- compare and contrast historical and cultural ethical perspectives and belief systems.
- utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- recognize the ramifications of one's value decisions on self and others.
- recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

2. Knowledge Areas

a. Social and Behavioral Sciences

State-Level Goal: To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)

Suggested Competencies: Students will demonstrate the ability to...

- explain social institutions, structures, and processes across a range of historical periods and cultures.
- develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.
- draw on history and the social sciences to evaluate contemporary problems.
- describe and analytically compare social, cultural, and historical settings and processes other than one's own.
- articulate the interconnectedness of people and places around the globe.
- describe and explain the constitutions of the United States and Missouri .

b. Humanities and Fine Arts

State-Level Goal: To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

Suggested Competencies: Students will demonstrate the ability to...

- describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, speculative thought).
- explain the historical, cultural, and social contexts of the humanities and fine arts.
- identify the aesthetic standards used to make critical judgments in various artistic fields.
- develop a plausible understanding of the differences and relationships between formal and popular culture.
- articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.

c. Mathematics

State-Level Goal: To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)

Suggested Competencies: Students will demonstrate the ability to...

- describe contributions to society from the discipline of mathematics.
- recognize and use connections within mathematics and between mathematics and other disciplines.
- read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, survey data) and make reasoned estimates.
- formulate and use generalizations based upon pattern recognition.
- apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.

d. Life and Physical Sciences

State-Level Goal: To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

Suggested Competencies: Students will demonstrate the ability to...

- explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
- evaluate scientific evidence and argument.
- describe the basic principles of the physical universe.
- describe concepts of the nature, organization, and evolution of living systems.
- explain how human choices affect the earth and living systems.