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 (ericsheffield@missouristate.edu).

Course REL 100 Introduction to Religion   Review Date: Semester Spring___Year _2012___

Department Head and/or other authors: __Kathy Pulley and Jack Llewellyn _____

_____

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.
1-3	Micki Pulleyking	FA2011	Senior Instructor	√
4	Kathy Pulley	FA2011	Professor	√
5, 10	David Embree	FA2011	Per Course	√
6-7	Austra Reinis	FA2011	Associate Professor	√
8-9	Lora Hobbs	FA2011	Senior Instructor	√
899	Lora Hobbs	FA2011	Senior Instructor	√
900	Lora Hobbs	FA2011	Senior Instructor	√
999	Kathy Pulley	FA2011	Professor	√
1-3, 5	Micki Pulleyking	SP2012	Senior Instructor	√
4	Kathy Pulley	SP2012	Professor	√
7, 11	David Embree	SP2012	Per Course	√
8, 9	Austra Reinis	SP2012	Associate Professor	√
10	Lora Hobbs	SP2012	Senior Instructor	√
898	Lora Hobbs	SP2012	Senior Instructor	√

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899	Lora Hobbs	SP2012	Senior Instructor	√
900	Lora Hobbs	SP2012	Senior Instructor	√
999	Kathy Pulley	SP2012	Professor	√

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:

   Religion 100 is part of the Self-Understanding—Humanities perspective of the General Education Program. Like General Education, the overall aim of Religion 100 is to help students with life-long decision-making that will lead to a satisfying and purposeful life and responsible participation in society. As part of the Self-Understanding section, REL 100 also contributes to the aim of that section: *To make informed choices, one must understand the natural and social context in which one lives and must heed the ancient injunction to "know thyself."* As one studies ideas and beliefs from different cultures, self-awareness grows. The specific ways in which the aims for the course are achieved may be seen in the CGEIP Oversight Table Grid.

   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: The faculty overseer of REL 100 is responsible for:
   1. Reviewing all syllabi from all REL 100 instructors to ensure that General Education goals are clearly written and implemented.
   2. Working with new instructors to make sure that they have a copy of the CGEIP Oversight Table and the Assessment Portfolio, and understand the General Education goals and how to implement those goals in their classes.
   3. Maintaining regular contact with all those who teach REL 100 to discuss fulfillment of the goals, both individually and collectively.

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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:

Two things have changed since we last reported. The first has to do with how we assess. Our procedures called for us to get student input about assessment when each unit of the course was finished. This did not work well because it was too frequent. There was some student resistance to the frequency; therefore, faculty opted for one session and we call that session a "focus group," which is held near the end of the semester.
The second change we have made is to include the Public Affairs themes in our syllabi. In the fall 2011 semester, we intentionally and specifically began to address the three Public Affairs themes in our course curriculum.
The focus groups are working well for the assessment of General Education. In the future we will work to quantify the outcomes. First, we will have all the sections, in advance of the class discussion, write and submit their responses to the question, "How has this Rel 100 class met the Gen Ed goals? After the in-class discussion of their responses, we will administer a short survey in order to quantify their responses. Please see the attached assessment tool.

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:

Assessment results (data collected from the focus groups conducted by every instructor each semester) have demonstrated that the course meets the General Education goals. In the General Education area of Self Understanding (Part 2, section C) four goals are listed. The students are asked to address each goal. They do this assessment in the context of looking at the course objectives and how each objective is related to a Gen Ed goal in the area of Self-Understanding. All the instructors in an end-of-the-year meeting discuss the data formally. Informal discussions also occur among faculty throughout a given semester. Information from this data has led to the introduction of new lectures and the development of new readings, assignments, and media resources. The responses below are a sample of direct student quotations to the question, "How has Religion 100 met these four General Education goals?" (Each goal is written out for the student as well as attention drawn to the information about Gen Ed in the syllabi and the Gen Ed chart, which lists the course objectives and how those objectives are related to Gen Ed. It is fair to say that not every student sees a connection to every Gen Ed goal. It is also fair to say that not every student reports

that s/he understands the language used in each goal; however, this representative sample reflects a majority viewpoint, as far as types of comments made and witnessed by the class discussions and written comments of students.)

Goal One: Understanding the nature of our humanness and how human beings are like and different from the other beings with whom they share the planet.
- We all strive to find meaning in life. "Ultimate concern."

- Learned how suffering is a part of life for everyone.

- All humans share in the 5 existential needs: joy, meaning, the holy, overcoming loneliness, and precariousness

- Comparing and contrasting the processes of religious thinking and worship that the western and eastern religions of the world process.

- Reading *Acts of Faith* dealt with understanding our humanness when one is confused with his/her identity in culture and religion

Goal Two: Knowledge of individual physical, emotional, intellectual, social, and creative development as well as ability to use such knowledge to improve personal well-being.
- Reading *Tuesdays with Morrie* caused us to think about how we go about our lives

- This course has allowed me to grow as a person, towards accepting others. This course has allowed me to be more at peace with who I am as a person.

- When studying ethics we had to examine our own actions and to find that out we had to know more about ourselves in multiple ways (individual, intellectually, social and creative development)

- Improve my critical thinking skills. My high school level knowledge base is very broad, but this class allowed me to dive deeper into particular issues.

- The use of knowledge in order to improve personal well-being is crucial. We learned why there is suffering and how religion affects ethical behaviors. This constructs different patterns and allows us to see what has worked and what has failed in the past.

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Goal Three: To gain a knowledge of physical, emotional, intellectual, social, historical, spatial, and cultural matrices into which one is born; and the influence of the unique set of experiences which one encounters.

- Reading *When Bad Things Happen to Good People*

- We got the opportunity to learn about the anti-Semitism experienced by Jews during the Holocaust when we were assigned the book *Night* by Elie Wiesel.

- Religion 100 met the third goal by teaching us about a variety of religious topics and going over history. A great example of this goal was the House of Worship assignment because it gave us a new experience and viewpoint.

- Many people may alter their beliefs according to specific events that happen in their lives. For example, some people may choose to abandon their belief in a God if they experience a significant amount of suffering throughout the course of their life.

- This course has helped me not to be prejudiced toward others. This course has helped me accept other people's differences, in regards to religious views.

Goal Four: 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. (This goal generated a larger number of students who said they did not understand it than any of the other three goals. Thus, the responses are more varied, and tend to fall into two main areas: students who attempted to relate their answer to the arts, and students who attempted to relate to how the course may help to improve the world.)

- We watched many videos that were related to the unit that we were studying and during the world religions we read many passages from sacred texts as well as stories dealing with religious mores and values.

- By reading sacred texts, viewing art, listening to music, etc. I have learned that one can express their own beliefs any way they choose, whatever works best with their interests and beliefs.

- The more people learn about each other, the more they understand each other. Understanding leads to equality, friendship, peach, etc.; those things that people tend to think are overrated, but in reality they are vitally important. This class is giving us the knowledge necessary to someday improve the world.

- Confidence in individuality, uniqueness, self, and abilities

- Being exposed to different ways to self-express helps me to make responsible decisions for myself and my community in the future.

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.)

Matching General Education Goals with REL 100 Course Goals

"Introduction to Religion" fulfills the general education requirement under the "self-understanding" area of inquiry from the perspective of the humanities. Each of the seven course objectives is an extension of one or more of the goals under self-understanding. Below is a list of the four general education goals in self-understanding, followed by a brief statement about which of the seven course objectives directly supports that general education goal. (For reference, the seven course goals are restated at the bottom of this section, and a chart is provided to further clarify the relationship.*) *Please go to the syllabi to see the accompanying chart.*

I. Understanding the nature of our humanness and how human beings are like and different from the other beings with which they share the planet **(See course objectives 1, 2, 3, 4)**. Learning about the religious beliefs and the role of religion in any given society deepens one's understanding of humankind.

II. Knowledge of individual physical, emotional, intellectual, social, and creative development, as well as ability to use such knowledge to improve personal well-being **(See course objectives 1, 3, 4, 5)**. The more one develops, holistically, the greater the possibility of living and acting responsibility. Religious knowledge provides one means of broadening one's perspectives and for making choices that improve personal well-being.

III. 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 **(See course objectives 4,5,6,7)**. Knowledge of current cultural events, mores, and ideas, including religious ones, and how those things are related to one's individual life experiences, aid in how one understands oneself.

IV.   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 **(See course objective 6)**. By reading sacred texts, by listening to musicians who have set some of those texts to music, and by viewing select artists' portrayals of stories from those narratives, students are exposed to different modes of personal expression. Such exposure may help one to make responsible decisions about the future for themselves and the world.

REL 100 Course Goals:

*1. To become aware of the relevance of religion in human life, both private and public   (**See General Education Goals I, II**)*

*2. To become acquainted with the essential meaning of religion by looking at different ways to approach and define religion (**See General Education Goal I**)*

*3. To become acquainted with the essential questions of religious inquiry, e.g., what is the nature of human beings and why is there suffering? (**See General Education Goals I, II**)*

*4. To become familiar with some of the classical beliefs of the major religious traditions and their contributions to the individual and society   (**See General Education Goals I, II, III**)*

*5. To understand more completely how religion intersects with ethical behaviors and how the relationship between religion and ethics influences individual and group decisions   (**See General Education Goals II, III**)*

*6. To recognize the importance of sacred literature in shaping beliefs and actions, and in contributing to societal harmony as well as conflict   (**See General Education Goals III, IV**)*

*7. To become familiar with some of the unique ways in which religion has functioned in the modern world   (**See General Education Goal III**)*

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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.** *Please see Addendum One.*

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
2009	612	60	668	1340
2010	607	67	644	1312
2011	575	52	612	1239

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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.

Addendum One: ASSESSMENT TOOL

USED FOR ASSESSING THE GENERAL EDUCATION GOALS:

(Part 2.C. Self-Understanding)

RELIGION 100: INTRODUCTION TO RELIGION

The General Education program at MSU requires that each General Education couse have goals. Please read the following four goals, taken directly from the General Education document, note the course objectives (from your syllabus) associated with each, and then mark your response on the answer sheet as to whether or not you think this course meets those goals. Please do not put your name on the answer sheet in order to ensure that your answers are anonymous.

Please answer each question according to the following scale:

1 = Strongly agree
2 = Agree somewhat
3 = Disagree
4 = Strongly disagree
5 = No Opinion

1.   This class helped me to understand the nature of our humanness and how human beings are like and different from the other beings with which they share the planet **(See course objectives 1, 2, 3, 4.)**

2.   This class increased my knowledge of individual physical, emotional, intellectual, social, and creative development, as well as ability to use such knowledge to improve personal well-being **(See course objectives 1, 3, 4, 5)**.

3.   This class increased my 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 **(See course objectives 4,5,6,7)**.

4.   This class has increased my ability to perceive my own beingness 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 **(See course objective 6)**

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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 <u>with accompanying syllabi</u> as attachments to Sandra Arthur (Sarthur@missouristate.edu) and to Eric Sheffield, 2011-2012 CGEIP Committee Chair (Ericsheffield@missouristate.edu).

Course name Religion 100: Introduction to Religion
_____

Number of sections __28 per year

Names of instructors Embree, David; Hobbs, Lora; Pulley, Kathy; Pulleyking, Micki; Reinis, Austra
_____

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				

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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	Historical note: In the past, Rel 100 has listed as a goal "To learn new vocabulary and to write and speak with clarity through class assignments and exams." This is an ongoing aim. Over the years, we have increased the number of writing assignments and the scrutiny with which they are graded. However, in this most recent three years we did not list writing skills as a course objective because of our focus on the Gen Ed goals under "Self-understanding." The goal remained, though unstated and un-assessed. Therefore, it is not included separately in this document.			
2. Making use of computers ad 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				

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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.	1. To become aware of the relevance of religion in human life, both public and private. 2. To become acquainted with the	1. Tests 2. Quizzes 3. Self-reflective writing 4. Oral reports	Course instructor	End of Semester

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	essential meaning of religion by looking at different ways to approach and define religion. 3. To become acquainted with the essential questions of religious inquiry, e.g., what is the nature of hman beings and why is there suffering? 4. To become familiar with some of the classical beliefs of the major religious traditions and their contributions to the individual and society.			
2. Knowledge of individual physical, emotional, intellectual, social and creative development as well as ability to use such knowledge to improve personal well-being.	1. To become aware of the relevance of religion in human life, both public and private. 2. To become acquainted with the essential questions of religious inquiry, e.g., what is the nature of human beings and why is there suffering? 3. To become familiar with some of the classical beliefs of the major religious traditions and their contributions to the individual and society. 4. To understand more completely how religion intersects with ethical behaviors and how the relationship between religion and ethics influences individual and group decisions.	1. Tests 2.Quizzes 3. Short papers	Course instructor	End of Semester
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.	1. To become familiar with some ot the classical beliefs of the major religious traditions and their contributions to the individual and society. 2. To understand more completely how religion intersects with ethical behaviors and how the relationship between religion and ethics influences individual and group decisions. 3. To recognize the importance of sacred literature in shaping beliefs and actions, and in contributing to	1. Tests 2. Quizzes 3. Written reports	Course Instructor	End of Semester

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	societal harmony as well as conflict. 4. To become familiar with some of the unique ways in which religion has functioned in the modern world.			
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.	1. To recognize the importance of sacred literature in shaping beliefs and actions, and in contributing to societal harmony as well as conflict.	1. Tests 2. Quizzes 3. Written reports	Course Instructor	End of Semester

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