

## Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the first meeting of its April session on Thursday, April 11, 2013, in LIBR 101. Chair Christopher Herr called the session to order at 3:30 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Judith Martin for Mary Harges, FL; Susan Dollar for Joan McClennen, SW; and Jack Llewellyn for John Schmalzbauer, RE.

Absences: Sandra Bailey, FI; John Bourhis, CM; Deanne Camp, Grad Chair; William Cooper, GSS Rep; Sam Dyer, ARC Chair; Micheal Foster, FCC Chair; Donna Gloe, NR; Paige Oxendine, SGA Rep; Patti Salinas, CR; and Y. Jenny Zhang, FG.

Guests: Linda Johnson, Office of the Registrar; Paula Kemp, Math; John Catau, Office of the Provost; Chris Craig, Office of the Provost; Tom Plymate, GGP; Doug Gouzie, GGP; Damon Bassett, GGP; Bob Patterson, PAMS; Lyn Gattis, GNGL; Jane Hoogestraat, ENG; W.D. Blackmon, ENG; Lanya Lamouria, ENG; Ardeshir Dalal, ENG; Tonia Tinsley, MCL; Pauline Nugent, MCL; Dianne Twigger, MTH; and Jennifer Pursley, MTH.

### **APPROVAL OF MINUTES**

The March minutes were approved as posted.

### **ANNOUNCEMENTS**

1. The first carryover for the April session is scheduled for next Tuesday, March 16<sup>th</sup>, in the PSU Ballroom East. The schedule for other carryover meetings is posted on the Senate webpage. The discussion of General Education and the rest of the April agenda will undoubtedly take several meetings; please make every effort to attend, but if you cannot, please find a substitute to attend for you. Substitutes must come from the same constituency as the voting senator (i.e., the same department for departmental representatives, or the same rank for rank representatives). It would also be helpful, though not required, to have someone available to speak to any particular courses/proposals from your department.
2. The Senate's Special Rules of Order place a three-minute time limit on speeches from the floor. In the interests of keeping the discussion on General Education moving forward, we will abide by that time limit. There is no limit on the number of speeches.
3. In December, Senate approved a department-level Capstone Public Affairs Experience as a graduation requirement and charged the Senate Executive committee to work with the Provost and the Registrar's office to figure out the best way to implement and track how students complete this requirement. We have been doing that; this is a brief update on our progress. In the next few days, we will be sending out a request to department heads and senators for a preliminary indication of how departments plan to meet the requirement. This is not a final decision, but in order to figure out how best to track it, the Registrar's office and the Provost need a clearer sense of how many different types of activity will need to be tracked and what kind of revisions to Banner and/or the degree audit system will be necessary. We understand that many departments are not yet certain how they will meet the requirement, so we want to stress that the final decisions will come during the 2013-14 academic year. The Senate Executive Committee asks Senators to work with department heads and faculty members to complete the request in a timely manner so we can keep the implementation of this Senate-approved requirement on track for implementation starting in Fall 2014. Any questions can be directed to me and/or the Registrar's office.

### **CANDIDATE FORUM FOR 2013/2014 SENATE CHAIR-ELECT AND SECRETARY OF THE FACULTY**

Candidates Stephen McIntyre (Chair-Elect) and Kathy Gibson (Secretary of the Faculty) made statements and answered questions from the Senate.

As unopposed candidates are automatically elected without vote, candidates McIntyre and Gibson were both elected without opposition.

## VOTING ON PROPOSED AMENDMENTS TO THE CONSTITUTION AND BYLAWS OF THE FACULTY SENATE

### Charge Two

Shall the current language in Article 1 Section 2 of the Bylaws be amended to allow instructors and clinical faculty with at least three consecutive academic years at Missouri State University to be eligible candidates for department representatives on Faculty Senate, and to vote for their department representatives?

**Passed: 39 to 4**

### Charge Eight

Internal Senate Action 2-12/13, passed on 11/8/2012, reconfigures the Committee on Faculty Concerns to have two representatives from each college, one representative from the Library, and one representative from the School of Agriculture. Shall Article 1, Section 8 of the Bylaws be modified to reflect this change?

**Passed: 41 to 2**

## UNFINISHED BUSINESS

Chair Herr asked the Senate's consent to move unfinished business up on the agenda, and the Senate agreed.

Report from HLC Accreditation Steering Committee—Dr. Tammy Jahnke, Chair, presented the report.

Report from the Office of Assessment—Dr. Keri Franklin, Director of Assessment, presented the report.

## REPORT FROM CGEIP, APPROVAL OF COURSES FOR GENERAL EDUCATION

CGEIP Chair Josh Smith presented the proposed General Education structure along with a comparison to the current structure. He reviewed the course lists.

### CATEGORY 1 – Unrevised courses included in the General Education Program

Chair Herr noted that these courses can be considered as whole when the program is considered for approval on April 25<sup>th</sup>. For now, they are for information only.

### CATEGORY 2 – Revised Courses in the General Education Program

Senator Ridinger moved to approve the following revised courses for inclusion in the new GEP structure. The Senate discussed and reviewed the courses. CGEIP Chair Josh Smith noted that while CSC 111 submitted a course change proposal, they did not submit an application to make the course part of the new GEP structure at this time.

- AGR 100 (3) Technology's Impact on Society (new title: Food Security, revised description)
- BIO 101 (3) Biological Concepts (new title: Biology in Your World, revised description)
- CHM 106 (4) Fundamentals of Chemistry (new course number [CHM 116], revised description)
- CHM 107 (4) Chemistry for the Citizen (revised description, revised hours [from 4 to 3])
- CSC 111 (3) Introduction to Computing (revised description, revised hours) [no program application]
- ENG 110 (3) Writing I (revised description)
- ENG 203 (3) Creative Writing: Poetry (revised description)
- ENG 205 (3) Creative Writing: Nonfiction (revised description)
- ENG 210 (3) Writing II (revised description)
- ENG 321 (3) Writing II: Beginning Technical Writing (revised description)
- ENG 380 (3) Introduction to Women's Literature (new course number [ENG 282], revised description)
- GLG 171 (3) Environmental Geology (revised hours, revised description)
- GRY 108 (3) Principles of Sustainability (revised description)
- KIN 100 (2) Fitness for Living (revised hours [2 to 3], new title [Healthy Lifestyles: Preventative Approaches], revised description)
- LLT 180 (3) Hero and Quest (new title [The Heroic Quest], revised description)
- PSY 121 (3) Introductory Psychology (change hours [add lab for Honors sections])

For consideration on April 16, when the challenge period expires:

- ENG 215 (3) Creative Writing: Short Story (revised description)
- ENG 221 (3) Writing II: Writing for the Professions (revised description)
- ENG 310 (3) Writing II: Writing for Graduate and Professional Schools (revised description)

The remainder of the Category 2 course revisions will be considered on April 16<sup>th</sup> when the challenge period for that group has expired.

**The motion to approve the first group of Category 2 courses passed.**

Senator Barnes moved to approve the courses in Category 3.

CATEGORY 3 – Existing courses not in the current General Education Program

- AST 113 (3) Modern Astronomy
- BMS 111 (1) Introduction to Lab in the Biomedical Sciences
- CFD 163 (3) Relationships in Today's Families
- ECO 101 (3) Economics of Social Issues
- ECO 165 (3) Principles of Microeconomics
- GLG 115 (3) Life of the Past (Attachment 4 includes proposal for revised hours [from 4 to 3], revised description)
- MED 274 (3) Introduction to Film
- SWK 219 (3) Human Diversity

For consideration on April 16, when the challenge period expires:

- ENG 283 (3) Folklore (Attachment 4 includes proposal for revised description, removal of prereq)

The remainder of the Category 3 course revisions (ENG 283) will be considered on April 16<sup>th</sup> when the challenge period for that group has expired.

**The motion to approve the first group of courses in Category 3 passed.**

Senator Mitra moved to reconsider accepting AST 112. Chair Herr explained that the motion is out of order at this time as the Senate is only allowed to consider courses approved by CGEIP or rejected by CGEIP and then appealed.

**ADJOURNMENT**

Senator Cline moved to adjourn. The motion passed.

The carryover meeting will be held Tuesday, April 16, in PSU Ballroom East. The meeting adjourned at 4:56 p.m.

Kathy Gibson  
Secretary of the Faculty

# Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the second meeting of its April session on Thursday, April 16, 2013, in PSU Ballroom East. Chair Christopher Herr called the session to order at 3:31 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Rebecca Swearingen for Ching-Wen Chang, RF; Judith Martin for Mary Harges, FL; and Tim Knapp for Suzanne Walker-Pancheco, SO.

Absences: Sandra Bailey, FI; Deanne Camp, Grad Chair; William Cooper, GSS Rep; Sam Dyer, ARC Chair; Micheal Foster, FCC Chair; Donna Gloe, NR; Melanie Grand, RA; James Hackney, PT; Stephanie Hein B&P Chair; Hui Liu, CS; Cynthia MacGregor, CL/Rules Chair; Joan McClennen, SW; Sarah Nixon, Assoc Prof Rep; Paige Oxendine, SGA Rep; Jack Rosenkoetter, PY; Patti Salinas, CR; George Schmelzle, AC; Kerry Slattery, IM and Y. Jenny Zhang, FG.

Guests: Joseph Hughes, MCL; Pauline Nugent, MCL; Lyn Gattis, ENG; Shannon Wooder, ENG; Jane Hoogestraat, ENG; Tonia Tinsley, MCL; Rachel Gholson, ENG; Rich Biagioni, CHM (FHRC); Ardeshir Dalal, ECO; and Frank Einhellig, Office of the Provost.

Chair Herr reminded the Senate that a carryover meeting, if held, will be in LIBR 101.

## **CONTINUATION OF REPORT FROM CGEIP, APPROVAL OF COURSES FOR GENERAL EDUCATION**

Senator Weaver moved to approve the remainder of the Category 2 courses, now out of the challenge period.

CATEGORY 2 – Revised Courses in the General Education Program (second group now out of challenge period)

- ENG 215 (3) Creative Writing: Short Story (revised description)
- ENG 221 (3) Writing II: Writing for the Professions (revised description)
- ENG 310 (3) Writing II: Writing for Graduate and Professional Schools (revised description)

**Motion passed to accept the complete list of revised courses for inclusion in the GEP.**

**SA 15-12/13**

**Note: Any individual course change in SA 15-12/13 can be challenged individually.**

Senator Weaver moved to approve ENG 283, now out of the challenge period.

CATEGORY 3 – Existing courses not in the current General Education Program (now out of challenge period)

- ENG 283 (3) Folklore (Attachment 4 includes proposal for revised description, removal of prereq)

**Motion passed to accept the complete list of existing courses for inclusion in the GEP.**

**SA 16-12/13**

CATEGORY 4 – New Courses

The Senate considered and discussed each new course proposal and moved to accept each course individually.

Senator Heywood moved to accept BIO 111 (1) Understanding Biological Systems through Inquiry (lab).  
**PASSED.**

Senator Kaufman moved to accept CHM 108 (1) Chemistry for the Citizen Laboratory.  
**PASSED.**

Senator Richter moved to accept CHM 117 (1) Fundamentals of Chemistry Laboratory.  
**PASSED.**

Senator Satzinger moved to accept CIS 200 (3) Critical and Creative Thinking Using Information Technology.  
**PASSED.**

Senator Kaufman moved to accept CSC 201(3) Public Affairs and Issues in Computing.  
**PASSED.**

Senator Weaver moved to accept ENG 201 (3) Public Issues in Popular Culture.  
**PASSED.**

Senator Long moved to accept ENG 222 (3) Writing for Social Change.  
**PASSED.**

Senator Ridinger moved to accept KIN 286 (3) Ethics and Diversity in American Sport.  
**PASSED.**

Senator Martin (subbing for Harges) moved to accept MCL 200 (3) Global Perspectives on Languages and Cultures in Society.  
**PASSED.**

Although the Senate considered and voted on each of the new courses for inclusion in the GEP individually, this category will go forward as one Senate Action.

**SA 17-12/13**

**Note: Any individual course change in SA 17-12/13 can be challenged individually.**

#### **REPORT FROM FACULTY HANDBOOK REVISION COMMITTEE**

Chair Rich Biagioni presented the report, including revisions to Section 5 Salary Policies.

Senator Mitra moved to adopt the report of the FHRC. The Senate discussed the report.

**The motion passed.**

#### **ADJOURNMENT**

Senator Cline moved to adjourn until April 25<sup>th</sup> when the general education program change can be considered. The April 25<sup>th</sup> meeting will be held in LIBR 101

# Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the third meeting of its April session on Thursday, April 25, 2013, in LIBR 101. Chair Christopher Herr called the session to order at 3:31 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Pauline Nugent for Mary Harges, FL; Patrick Scott for Dave Romano, PS; and Jane Hoogestraat for Margaret Weaver, EN.

Absences: Sandra Bailey, FI; John Bourhis, CM; Deanne Camp, Grad Chair; Ching-Wen Chang, RF; Ronald Clark, MK; Tracy Cleveland, PN; William Cooper, GSS Rep; Vicki Dunlop, GL; Sam Dyer ARC Chair; Micheal Foster, FCC Chair; Donna Gloe, NR; Melanie Grand, RA; James Hackney, PT; Stephanie Hein, B&P Chair; Joan McClennen, SW; Sarah Nixon, Assoc Prof Rep; Paige Oxendine, SGA Rep; Patti Salinas, CR; George Schmelzle, AC; and Y. Jenny Zhang, FG.

Guests: Paula Kemp, Math; Linda Johnson, Office of the Registrar; Tom Plymate, GGP; John Catau, Office of the Provost; Frank Einhellig, Office of the Provost; Ardeshir Dalal, EC; Damon Bassett, GGP; Chris Craig, Office of the Provost; Matt Calihman, ENG; W. D. Blackmon, ENG; Ken Gillam, ENG; Rachele Darabi, Office of the Provost; T. Glaessgen, First Year Programs; Mike Wood, First Year Programs; Crystal Coete, LIB; Tonia Tinsley, MCL; Patrick Scott, PLS; Ken Vollmar, CSC; and Judith Martin, CGEIP.

## ANNOUNCEMENTS

Chair Herr made the following announcements.

1. Our next carryover meeting is scheduled for Tuesday, March 30 at 3:30 in the PSU Ballroom East. Information for further carryover meetings is posted on the Faculty Senate webpage.
2. In March, Senate passed some changes to the Bylaws regarding the ways in which the Library and the School of Agriculture were treated as departments. Those changes also involved accompanying changes to the Constitution of the Faculty, which require a vote of the entire faculty. However, votes on changes to the Constitution require thirty-day notice before the vote can be held, and I did not make sure that these Constitutional changes were distributed to the faculty in time to hold a vote before the end of the semester. Accordingly, the vote on changes to the constitution will be held at the beginning of Fall semester. I apologize to Senate and to the Rules Committee, who has worked for two years on the changes, for the delay.
3. As I mentioned earlier, the Senate has a 3-minute time limit on speeches from the floor. Because we have several proposed amendments to the General Education structure, and because the discussion will likely be long and wide-ranging, I ask Senators to be respectful of that time limit.

## REPORT FROM CGEIP, APPROVAL OF REVISION TO GENERAL EDUCATION PROGRAM

Senator Satzinger moved to accept the revision of the General Education Program.

The Senate discussed each section of the structure.

In the First-year Seminar section, Senator Ridinger moved to reduce the first year seminar requirement from 2 credit hours to 1 credit hour.

Discussion.

Senator McIntyre moved to call the question. Motion passed.

**The motion failed.**

Senator Shah moved on behalf of the Mathematics Department that “Foundations (14-16 credits)” be replaced by “Foundations (14-16 credits; at least one course with MTH prefix).”

Discussion.

Senator Satzinger moved to call the question. Motion passed.

**The motion failed.**

Senator Shah moved on behalf of the Math department, under the Quantitative Literacy section, to revise the language “One course, 3-5 credits, 100 level or above” be replaced by “One course, 3-5 credits, 100 level or above; at least one course with MTH prefix.”

Chair Herr ruled the motion out of order as substantively the same as the motion just disapproved by Senate. Senator Shah respectfully appealed the decision of the Chair. Senator Mitra seconded.

The Senate debated the appeal.

Senator Satzinger moved to call the question. Motion passed.

**The appeal failed; the Chair’s decision was upheld.**

Senator Mitra moved to amend the revised General Education Program, to increase the minimum number of required science hours from 7 to 8, of which one course must still be in the Life Sciences and one in the Physical Sciences.

Discussion.

**The motion failed.**

Senator Richter moved to strike “at least 4 different prefixes and add “at least two different course codes” in the Public Affairs section C.

C. Public Affairs (*12 credits; ~~at least 4 different prefixes~~*)

- Focus on Constitutions of US & Missouri and American History and Institutions (*Senate Bill #4 requirement; Two courses, 6 credits, at least two different course codes*)

Senator Satzinger moved to amend the amendment and leave the language in, “at least four different prefixes” but leave in Senator Richter’s language. The motion passed.

Senator Mitra moved to delete the words “at least.” The motion passed.

Discussion.

Senator Richter’s motion as amended now reads:

- Focus on Constitutions of US & Missouri and American History and Institutions (*Senate Bill #4 requirement; Two courses, 6 credits, two different course codes*)

Senator Richter moved to call the question. Motion passed.

**The motion to amend the Public Affairs section passed.**

**ADJOURNMENT**

Senator Cline moved to adjourn. The motion passed. The next carryover meeting will be held Tuesday, April 30, 2013 in PSU Ballroom East.

# Minutes of the April Session of the Faculty Senate

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The Faculty Senate held the fourth meeting of its April session on Tuesday, April 30, 2013, in PSU Ballroom East. Chair Christopher Herr called the session to order at 3:31 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Pauline Nugent for Mary Harges, FL; and Ronald Dittern for John Satzinger, CI.

Absences: Sandra Bailey, FI; John Bourhis, CM; Deanne Camp, Grad Chair; Ching-Wen Chang, RF; Tracy Cleveland, PN; William Cooper, GSS Rep; Sam Dyer, ARC Chair; Micheal Foster, FCC Chair; Donna Gloe, NR; Melanie Grand, RA; James Hackney, PT; Stephanie Hein, B&P Chair; Allan Liggett, SM; Sarah Nixon, Assoc Prof Rep; Paige Oxendine, SGA Rep; Jack Rosenkoetter, PY; Patti Salinas, CR; Schmalzbauer, RE; George Schmelzle, AC; Kerry Slattery, IM; and Y. Jenny Zhang, FG.

Guests: John Catau, Office of the Provost; Mike Scroggins, CSC; Mike Wood, First Year Programs; Tonia Tinsley, MCL; Judith Martin, CGEIP; Joseph Hughes, MCL; Ken Vollmar, CSC; Ardshir Dalal, EW; Linda Johnson, Registrar's Office; and Rob Hornberger, Registrar's Office.

## ANNOUNCEMENTS

1. Our next carryover meeting is scheduled for Thursday, May 2 at 3:30 in PSU 313. Information for further carryover meetings is posted on the Faculty Senate webpage.
2. Senate Ad Hoc Committee on Digital Literacy Membership:  
Sarah Evans, COB; Crystal Gayle, LIB; Kathy Gibson, COE (Chair); Lloyd Smith, CNAS; Tom Dicke, CHPA; Lanette Cadle, COAL; Scott Richmond, CHHS; Mary Jo Kolze, SGA; and Drew Adkins, SGA.

## CONTINUATION OF THE REPORT FROM CGEIP, APPROVAL OF REVISION TO GENERAL EDUCATION PROGRAM

The Senate continued discussing the motion on the floor to consider the Program Change for General Education.

Senator Kaufman moved to amend the program change proposal under the General Education Program Requirements section to add the statement:

“Student may take no more than 3 classes with the same course code.”

Discussion.

Senator Richter moved to amend the amendment as follows:

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

The motion passed.

Discussion.

Senator Richter moved to call the question. Motion passed.

**The motion to amend this requirement under General Education Program Requirements passed.**

Senator Nugent (subbing for Mary Harges) moved to make an editorial revision in the general education program change document to change all references to “prefixes” to “codes.”

**The motion passed.**

Senator Weaver moved to amend the prior General Education Program Requirements amendment as follows:

“A student may count no more than ~~three~~ **four** classes with the same course code towards the general education requirement.”

Discussion.

Senator Richter moved to call the question. The motion passed.

**The motion to amend the amendment failed.**



Senator Kaufman moved to make an editorial change replacing the wording in the sentence under General Education Program requirements referring to “Basic Required Courses, Areas of Inquiry, and Public Affairs” with Foundations and Breadth of Knowledge.

**The motion passed.**

Final discussion of the General Education Program Change.

Senator Richter moved to call the question. The motion passed.

**The motion to accept the General Education Program Change as amended passed.**

**SA 18-12/13**

Courses in the Public Affairs: Focus on Public Issues section have a mandatory prerequisite of a minimum of 12 hours of courses completed. In previous discussion it was noted that some courses proposed for this section failed to formally include this prerequisite on the curricular form (though it was usually in the accompanying text). Now that the general education program has been approved, the exact list of courses in this section is known. Senator McIntyre moved to amend those course proposals, where necessary, to formally add the prerequisite. Discussion.

Senator Romano moved to call the question. The motion passed.

**The motion passed.**

There was no new business.

Chair Herr thanked the Senate for their hard work and dedication for the 2012-13 year.

#### **ADJOURNMENT**

The Senate adjourned at 5:03 p.m.

Right of Challenge Expires May 26, 2013

**Revised Courses for Inclusion in the General Education Program**

<b>AGR 100 (3)</b>	<b>Technology's Impact on Society</b>
<b>BIO 101 (3)</b>	<b>Biological Concepts (new title: Biology in Your World)</b>
<b>CHM 106 (4)</b>	<b>Fundamentals of Chemistry</b>
<b>CHM 107 (4)</b>	<b>Chemistry for the Citizen</b>
<b>CSC 111 (3)</b>	<b>Introduction to Computing</b>
<b>ENG 110 (3)</b>	<b>Writing I</b>
<b>ENG 203 (3)</b>	<b>Creative Writing: Poetry</b>
<b>ENG 205 (3)</b>	<b>Creative Writing: Nonfiction</b>
<b>ENG 210 (3)</b>	<b>Writing II</b>
<b>ENG 321 (3)</b>	<b>Writing II: Beginning Technical Writing</b>
<b>ENG 380 (3)</b>	<b>Introduction to Women's Literature</b>
<b>GLG 171 (3)</b>	<b>Environmental Geology</b>
<b>GRY 108 (3)</b>	<b>Principles of Sustainability</b>
<b>KIN 100 (2)</b>	<b>Fitness for Living</b>
<b>LLT 180 (3)</b>	<b>Hero and Quest</b>
<b>PSY 121 (3)</b>	<b>Introductory Psychology</b>
<b>ENG 215 (3)</b>	<b>Creative Writing: Short Story</b>
<b>ENG 221 (3)</b>	<b>Writing II: Writing for the Professions</b>
<b>ENG 310 (3)</b>	<b>Writing II: Writing for Graduate and Professional Schools</b>

A complete copy of the above curricular proposals can be viewed in the Faculty Senate office.

*Note: Any individual curricular proposal in SA 15-12/13 can be challenged individually.*

**Right of Challenge Expires May 26, 2013**

**Existing Courses Approved for Inclusion in the General Education Program**

<b>AST 113 (3)</b>	<b>Modern Astronomy</b>
<b>BMS 111 (1)</b>	<b>Introduction to Lab in the Biomedical Sciences</b>
<b>CFD 163 (3)</b>	<b>Relationships in Today's Families</b>
<b>ECO 101 (3)</b>	<b>Economics of Social Issues</b>
<b>ECO 165 (3)</b>	<b>Principles of Microeconomics</b>
<b>GLG 115 (3)</b>	<b>Life of the Past (revised course)</b>
<b>MED 274 (3)</b>	<b>Introduction to Film</b>
<b>SWK 219 (3)</b>	<b>Human Diversity</b>
<b>ENG 283 (3)</b>	<b>Folklore (revised course)</b>

*Note: Any individual revised course in SA 16-12/13 can be challenged individually.*

Right of Challenge Expires May 26, 2013

**New Courses Approved for Inclusion in the General Education Program**

- BIO 111 (1) Understanding Biological Systems through Inquiry (lab)**
- CHM 108 (1) Chemistry for the Citizen Laboratory**
- CHM 117 (1) Fundamentals of Chemistry Laboratory**
- CIS 200 (3) Critical and Creative Thinking Using Information Technology**
- CSC 201(3) Public Affairs and Issues in Computing**
- ENG 201 (3) Public Issues in Popular Culture**
- ENG 222 (3) Writing for Social Change**
- KIN 286 (3) Ethics and Diversity in American Sport**
- MCL 200 (3) Global Perspectives on Languages and Cultures in Society**

A complete copy of the above curricular proposals can be viewed in the Faculty Senate office.

*Note: Any individual curricular proposal in SA 17-12/13 can be challenged individually.*

**Senate Action 18-12/13**

**Adopted by Senate on April 30, 2013**

**Right of Challenge Expires May 26, 2013**

**Program Change: General Education Program (*as amended by Faculty Senate*)**

A complete copy of the above curricular proposal can be viewed in the Faculty Senate office.

## General Education Program Change Attachment with Faculty Senate Amendments

Attachment 3:

### General Education Program and Requirements

University Hall, room 115, Phone: (417) 836-8346, Fax: (417) 836-6372

Email: StudentSuccess@missouristate.edu

Website: <http://www.missouristate.edu/generaleducation>

Administrator: Professor Rachelle Darabi, Associate Provost for Student Development and Public Affairs

### General Information

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

### The Aim and Goals of General Education

#### The Aim of General Education

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 Goals for Learning in General Education General Education is that portion of the curriculum in which the University directly addresses the knowledge, skills, habits, and dispositions of educated persons. General Education at Missouri State provides for learning that educated persons will use throughout their lives in their many roles and communities. To prepare students for a lifetime of important choices, General Education has at least the following goals and outcomes for learning:

#### 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

## 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 Foundations and Breadth of Knowledge. 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.

Student 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:
  - i. GEP 101 – First Year Foundations (2)
  - ii. 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:
    - i. 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:
    - i. 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:
    - i. MTH 130 – Contemporary Mathematics (3)
    - ii. MTH 135 – College Algebra (3)
    - iii. MTH 138 – Pre Calculus Mathematics (5)
    - iv. MTH 181 – Trigonometry (3)
    - v. MTH 261 – Analytical Geometry and Calculus I (5)
    - vi. 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:
    - i. ENG 210 – Writing II: Writing Across the Disciplines (3)
    - ii. ENG 221 – Writing II: Writing for the Professions (3)
    - iii. ENG 310 – Writing II: Writing for the Professional and Graduate Schools (3)
    - iv. ENG 321 – Writing II: Beginning Technical Writing (3)
    - v. GLG 358 – Writing II: Reporting Geological Information (3)
    - vi. HST 210 – Writing II: Historical Inquiry (3)
    - vii. 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)

D. 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).