

Minutes of the September Session of the Faculty Senate

The Faculty Senate held the first meeting of its September session on Thursday, September 13, 2012, in PSU 313. Chair Christopher Herr called the meeting to order at 3:30 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Klaas Babhe for Deborah Cron, CD; and Jack Knight for Rhonda Ridinger, Prof Rep.

Absences: David Byers, CO; Andrew Cline, MJ; Cindy Hail, PEC Chair; Hui Liu, CS; Joan McClennen, SW; and Y. Jenny Zhang.

Guests: John Catau, Provost; Josh Smith, BMS/CGEIP Chair; Susan Sims-Geddens, Nursing; Kelly Cara, Assessment Office; Jason Jolley, MCL; William Cooper, Graduate Student Senate; Ardeshir Dalal, Economics; Rob Hornberger, Registrar; Rich Garrad, BMS; Dixie Williams, Staff Senate; Paige Oxendine, SGA; Judith Martin, CGEIP/MCL; Brittany Donnellan, SGA; Kathy Nordyke, CASL; and Joanna Hubbard, CASL.

APPROVAL OF MINUTES

The May 2012 minutes were approved as posted.

ANNOUNCEMENTS

1. Because the Report from CGEIP is likely to engender a good deal of discussion and we may not finish our deliberations today, we have scheduled a carryover meeting for next Tuesday, September 18, at 3:30 in Carrington 208 (that is the Carrington theatre).

2. The Presidential Search continues. I have invited faculty members of the search committee to give a brief report and answer questions. Many of the faculty members serving on the committee are out of town today, but Terrel Gallaway has graciously agreed to give us an update.

3. During the recent vote on the Challenge to Senate Action 4 from last year, several questions were raised about online voting. Senate voted several years ago to move to online voting wherever possible, both to save paper and to make the process easier.

It has the added benefit of being a significantly more secure system than the paper ballot system, requiring user log in and preventing multiple votes. Just to reiterate, the Faculty Senate office does not access the voting log—we don't know who voted or how--just the vote totals.

A very small number of faculty had trouble logging in—for the most part because of certain characters in their passwords—and those faculty were given the chance to submit an alternate ballot via email. As far as I know, no one eligible to vote was denied the opportunity.

We will continue to use online voting and are in the process of having “live” email lists that are drawn from constantly updated HR information in banner.

REPORT ON QUALITY INITIATIVE PROJECT FOR HLC ACCREDITATION

Dean Tammy Jahnke. The steering committee meets Oct. 2 and is headed by Etta Madden and Dean Jahnke and will post information to the HLC website. Project is to develop a comprehensive assessment plan.

REPORT ON SENATE ACTIONS

Chair Herr announced that the Faculty Senate passed four Actions, three of which were approved through administrative approval. The fourth Senate Action was challenged.

REPORT ON CHALLENGED SENATE ACTION

Chair Herr reported the results of the challenged Senate Action.

The Action to add Modality of Instruction SA 4-11/12 was challenged. The all-faculty meeting was held in late August, and the results of ballot are:

Yes – 187

No – 95

The Challenge is upheld and the Action does not go forward to the administration.

ACTION ON CURRICULAR PROPOSALS

Program Deletion: Classics—Latin Concentration Bachelor of Science in Education

Program Deletion: Classics—Latin Concentration

Moved by Senator Harges

Passed.

SA 5-12/13

Program Deletion: Master of Science in Education, Secondary Music

Moved by Senator Cameron

Passed.

SA 6-12/13

REPORT ON CITIZENSHIP AND SERVICE LEARNING

Chair of the Oversight Committee, Anne Gordon, reported.

REPORT FROM APRC

Academic Personnel Review Commission Chair Mark Richter presented the report.

Three commissioners on the panel are:

Professor Beth Hurst

Dr. Mark Richter

Dr. Tom Plymate

The grievances are personnel issues and cannot be discussed. There were two during the 2011/12 year, both brought by faculty members.

REPORT FROM CGEIP

Committee Chair Joshua Smith commended the committee members for their work and research.

There are a few changes to the structure from last year, presented in the General Education Structure document. All fifteen goals are represented in the Structure document. The Senate discussed the changes.

Senator Kaufman moved to adopt the report.

Committee would like to begin reviewing January 15th and 16th. This will be presented as a package to Faculty Senate.

Chair Herr asked the Senate to consider the document in pieces. (e.g. the Foundation courses)

He reminded the Senate that Faculty Senate has authority to propose and approve amendments to this document.

Dr. Smith answered questions from the Senate.

FOUNDATIONS

Under the Foundations group Dr. Harges moved to change the language to “100 level **or above**” for Focus on Written Communication and Oral Communication.

The Senate discussed and questioned the change.

Senator Richter moved to call the question. Motion passed.

Motion failed.

Senator Self moved to change “must” under the first bullet point to “should.”

The Senate discussed “must” versus “should.”

Senator McIntyre called the question. The motion passed.

Motion failed.

Senator Self moved to change the prerequisite in Focus on Public Issues from a minimum of 15 hours to 12 hours. The Senate discussed the motion.

Senator Satzinger called the question. The motion passed.

Motion passed.

Chair Herr announced the carryover meeting is scheduled in CARR 208 at 3:30 for Tuesday, September 18th. Senator Richter moved to adjourn. The meeting adjourned at 4:58 p.m.

Minutes of the September Session of the Faculty Senate

The Faculty Senate held the second meeting of its September session on Tuesday, September 18, 2012, in CARR 208. Chair Christopher Herr called the meeting to order at 3:30 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Ben Tinson for Michael Craig, BS; Cindy Hail for John Hail, EF; Judith Martin for Mary Harges, FL; Doug Gouze for Kevin Mickus, GG;

Absences: David Byers, SO; Scott Cameron, MU; Deanne Camp, Grad Chair; Andrew Cline, MJ; Deborah Cron, CD; Vicki Dunlop, GL; Michael Foster, FCC Chair; Melanie Grand, RA; James Hackney, PT; Allan Liggett, SM; Hui Liu, CS; Cynthia Macgregor, CL; Joan McClennen, SW; Saibal Mitra, PA; Sarah Nixon, Assoc Prof Rep; Jack Rosenkoetter, PY; John Satzinger, CI; George Schmelzle, AC; Cathie Weir, TT Instruc Rep; Rebecca Woodard, PEC Chair; and Y. Jenny Zhang, FG.

Guests: Rob Hornberger, Registrar; and John Catau, Provost Office.

REPORT FROM CGEIP (CON'T)

FOUNDATIONS

Under the Foundations group Senator Macgregor moved to amend the fourth bullet on Quantitative Literacy to "Math 130 or higher."

The Senate discussed.

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

Motion failed.

Senator McIntyre suggested that the Senate move the discussion to the Public Affairs Capstone section next. The Senate agreed.

The Senate continued to finish the discussion on the Foundations section.

PUBLIC AFFAIRS CAPSTONE

Senator Barnes moved to delete "Capstone" and rename the category title "Upper Division Public Affairs." Discussion.

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

Motion failed.

Senator Romano moved to strike section three in its entirety, the Public Affairs Capstone. Discussion.

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

Motion passed.

Senator Richter moved to adjourn. The meeting adjourned at 5 p.m. The Faculty Senate will reconvene for a carryover meeting on Thursday, September 20th in PSU Ballroom East.

Minutes of the September Session of the Faculty Senate

The Faculty Senate held the third meeting of its September session on Thursday, September 20, 2012, in PSU Ballroom East. Chair Christopher Herr called the meeting to order at 3:30 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Cindy Hail for Kathryn Gibson, Secretary of the Faculty; Charles Rovey for Kevin Michalczyk, AD; and Terrel Gallaway for Sharmistha Self, EC.

Absences: Sandra Bailey, FI; John Bourhis, CM; David Byers, SO; Scott Cameron, MU; Deborah Cron, CD; Vicki Dunlop, GL; Michael Foster, FCC Chair; Melanie Grand, RA; James Hackney, PT; Melissa Hudson, AG; Allan Liggett, SM; Joan McClennen, SW; Maria Michalczyk, AD; Saibal Mitra, PA; John Satzinger, CI; and Y. Jenny Zhang, FG.

Guests: John Catau, Provost Office; Chris Craig, Provost Office; Etta Madden, ENG/Task Force for Gen Ed; and Josh Smith, CGEIP/BMS.

REPORT FROM CGEIP (CON'T)

Chair Herr announced questions and concerns should go to CGEIP Chair Josh Smith. The discussion began with the Breadth of Knowledge section.

BREADTH OF KNOWLEDGE

Senator McIntyre moved to change Section C Public Affairs to **nine** hours and change the first bullet to “**Two** courses, **6** credits: Focus on Constitutions of US & Missouri and American History and Institutions.”

The Senate discussed.

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

Motion passed.

Senator Richter moved to strike the second bullet of Public Affairs and move the last bullet of section I to section II.

- **3 credits, 100- or 200-level: Focus on Public Issues**
 - **Prerequisite: minimum of 15 credit hours completed**
 - **GG: Critical Inquiry (1), Creative Thinking and Expression (2), & Public Affairs (12, 13 or 14)**

Senator Romano made an amendment to strike “Public Affairs” from the last bullet of section I, after moving it.

- 3 credits, 100- or 200-level: Focus on Public Issues
 - Prerequisite: minimum of 15 credit hours completed
 - GG: Critical Inquiry (1), Creative Thinking and Expression (2), & ~~Public Affairs~~ (12, 13 or 14)

Discussion.

Senator Romano withdrew the amendment.

The Senate continued to discuss.

Senator Richter moved to call the question. Motion passed.

Motion passed.

Senator Rovey moved to strike the following from point B.

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

- ~~• One course, 3-4 credits: Focus on Life Sciences~~
 - ~~○ GG: Life Sciences (10) & Collaboration (7)~~
- ~~• One course, 3-4 credits: Focus on Physical Sciences~~
 - ~~○ GG: Physical Sciences (11) & Collaboration (7)~~

The meeting was adjourned at 5:06 p.m.
The session will resume on Tuesday, September 25th at LIBR 101.

Minutes of the September Session of the Faculty Senate

The Faculty Senate held the fourth meeting of its September session on Tuesday, September 25, 2012, in LIBR 101. Chair Christopher Herr called the meeting to order at 3:30 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Rhonda Ridinger for Kathryn Gibson, Secretary of the Faculty; Charles Rovey for Kevin Mickus, GG; Judith Martin for Mary Harges, FL; Chery Wrinkle for Saibal, Mitra, PA; and Elizabeth Sobel for Suzanne Walker-Pacheco, SO.

Absences: Sandra Bailey, FI; John Bourhis, CM; Ching-Wen Chang, RF; Vicki Dunlop, GL; Michael Foster, FCC Chair; Melanie Grand, RA; Cindy Hail, PEC Chair; John Hail, EF; Brent Kinghorn, MG; Cynthia MacGregor, CL/B&P Chair; Sarah Nixon, Assoc Prof Rep; Jack Rosenkoetter, PY; John Satzinger, CI; George Schmelzle, AC; Kerry Slattery, IM; Rebecca Woodard, PEC Chair; and Y. Jenny Zhang, FG.

Guests: John Catau, Provost's Office; Chris Craig, Provost's Office; Etta Madden, Provost's Office; Paula Kemp, MTH; Nera Stanojenc, MTH; Rachel Durabi, Provost's Office.

Chair Herr announced that should the Senate have another carryover meeting, it will be held in CARR 208.

REPORT FROM CGEIP (CON'T)

CGEIP Chair Josh Smith discussed the Learning Outcomes document.

BREADTH OF KNOWLEDGE

The discussion continued with the Breadth of Knowledge section and a motion on the floor.

In the last meeting Senator Rovey moved to strike the following from point B.

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

~~● One course, 3-4 credits: Focus on Life Sciences~~

~~○ GG: Life Sciences (10) & Collaboration (7)~~

~~● One course, 3-4 credits: Focus on Physical Sciences~~

~~○ GG: Physical Sciences (11) & Collaboration (7)~~

The Senate discussed this motion at length. CGEIP Chair Josh Smith provided further clarification.

Chair Herr called for the vote.

The motion failed.

Senator Richter moved [in the foundation section] to add "and Public Affairs" to the end of each bullet point. Also under "Breadth of Knowledge" add "and Public Affairs" after points A and B.

Discussion.

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

The motion failed.

Senator Jones moved to adjourn. The Senate will reconvene on Thursday, September 27.

Minutes of the September Session of the Faculty Senate

The Faculty Senate held the fifth meeting of its September session on Thursday, September 27, 2012, in CARR 208. Chair Christopher Herr called the meeting to order at 3:30 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Judith Martin for Mary Harges, FL; and Terrel Gallaway for Sharmistha Self, EC.

Absences: Sandra Bailey, FI; Deanne Camp, Grad Chair; Tracy Cleveland, PN; Andrew Cline, MJ; Deborah Cron, CD; Sam Dyer, ARC Chair; Michael Foster, FCC Chair; Melanie Grand, RA; James Hackney, PT; Stephanie Hein, B&P Chair; Brent Kinghorn, MG; Allan Liggett, SM; Cynthia MacGregor, Rules Chair/CL; Joan McClennen, SW; Sarah Nixon, Assoc Prof Rep; Patti Salinas, CR; John Schmalzbauer, RE; George Schmelzle, AC; Suzanne Walker-Pancheco, SO; and Y. Jenny Zhang, FG.

Guests: John Catau, Provost's Office; and Etta Madden, Gen Ed Task Force/ENG.

ANNOUNCEMENTS

1. The two presidential candidates will be on campus in early October, and a forum for faculty and staff has been scheduled.

The open forum for Dr. Randy Dunn will be on Monday, October 8 at 3:30 in the PSU theatre

The open forum for Mr. Clif Smart will be Wednesday, October 10 at 3:30 in the PSU theatre

2. Several members of the current Board of Governors have had or will have their terms expire in the next few months, and it is anticipated that four new board members will be appointed by the Governor after the November elections. If any faculty have suggestions for Board Members, please forward them to Chris Herr, and he will make sure that they are sent to the Governor's office.

The four members will be appointed from the following districts:

1 member at large (as a result of congressional redistricting, there are only 8 congressional districts)

1 member from Third District (St. Louis and south)

1 member from the 6th district (north central west part of the state)

1 member from the 7th district (Springfield and SW Missouri)

REPORT FROM CGEIP (CON'T)

The Chair reminded the Senate that currently, the only motion on the floor is to accept the document as a whole.

BREADTH OF KNOWLEDGE

The discussion continued with the science classes.

Senator Richter moved to strike the word "collaboration" from both bullet points in Breadth of Knowledge section B. Senator Bourhis moved to call the question. Motion passed.

The motion passed.

Senator Gallaway moved to strike the word "Collaboration" from the Behavior and Social Sciences under Breadth of Knowledge section A first bullet.

The Senate discussed adding the word "Collaboration" to the Arts section.

Senator Kaufman moved to divide the question between the Social Sciences and the Arts.

The Senate discussed the Social Sciences.

Senator Gallaway made a motion to call the question. Motion passed.

The motion passed.

The Senate discussed adding the learning goal of “collaboration” to the Breadth of Knowledge section A in the third bullet.

Senator Richter moved to call the question. Motion passed.

The motion passed.

Senator Kaufman moved to add “cultural competence” as a learning outcome under the general goals to focus on the humanities to A. second bullet (general learning goal 13). After some discussion, Senator Kaufman asked to withdraw the motion; permission was granted by unanimous consent.

Senator Schmalzbauer made a motion to reconsider the deletion of the cultural competence course under “C. Public Affairs” (and going from 9 to 12 hours).

The Senate discussed.

Senator Romano moved to call the question. Motion passed.

The motion passed.

Senator McIntyre moved to adjourn. The Senate adjourned at 5:11 p.m.

Minutes of the September Session of the Faculty Senate

The Faculty Senate held the sixth meeting of its September session on Tuesday, October 2, 2012, in GLASS 102. Chair Christopher Herr called the meeting to order at 3:30 p.m. Dr. Eric Shade served as parliamentarian.

Substitutes: Judith Martin for Mary Harges, FL.

Absences: Sandra Bailey, FI; John Bourhis, CM; Deanne Camp, Grad Chair; Ching-Wen Change, RF; Ronald Clark, MK; Tracy Cleveland, PN; Sam Dyer, ARC Chair; Michael Foster, FCC Chair; Donna Gloe, NR; Melanie Grand, RA; James Hackney, PT; Stephanie Hein, B&P Chair; Melissa Hudson, AG; Sandra Johnson, Staff Senate rep; Brent Kinghorn, MG; Allan Liggett, SM; Cynthia MacGregor, CL/Rules Chair; Joan McClennen, SW; Sarah Nixon, Assoc Prof Rep; John Satzinger, CI; George Schmelzle, AC; Kerry Slattery, IM; and Y. Jenny Zhang, FG.

Guests: Etta Madden, Gen Ed Task Force; John Catau, Provost's Office; and Libby Rozell, COB.

ANNOUNCEMENTS

1. Just a reminder that the two presidential candidates will be on campus in early October.

The open forum for Dr. Randy Dunn will be on Monday, October 8 at 3:30 in the PSU theatre

The open forum for Mr. Clif Smart will be Wednesday, October 10 at 3:30 in the PSU theatre.

Faculty will be allowed to provide feedback to the committee via a web form. The form will be available only for a short time after each candidate is on campus, so faculty are urged to offer feedback in a timely manner.

REPORT FROM CGEIP (CON'T)

The motion on the floor was to reconsider the deletion of the Cultural Competency course from the Public Affairs section. Discussion.

Senator Self made a motion to call the question. Motion passed.

Return to Motion to delete course. (Yes vote is to delete the course. Nay is to keep the course.)

Motion failed.

Chair Herr called us back to structure as a whole. The motion on the floor was to adopt the structure.

Senator Heywood moved to replace 7-8 credits with 8-10 credits in Knowledge of the Natural World section and replace 3-4 credits with 4-5 credits in the individual courses.

Senator Self moved to amend the amendment to read 7-10 credits and 3-5 credits.

Motion passed.

Back to the original motion with the amended change.

Motion passed.

Senator Richter called the question to accept the structure as a whole with amendments.

Motion passed.

UNFINISHED BUSINESS

None.

NEW BUSINESS

Senator Gallaway moved to modify Learning Outcome under General Goal 13 Cultural Competency to add (4. Analyze the role that different cultures institutions and beliefs have in shaping individual and collective behavior.)

Senator Kauffman moved to postpone discussion to the October meeting.

Senator McIntyre called the question to postpone. **Motion to call the question passed.**

MOTION TO POSTPONE failed.

Senator Michalczyk moved to insert the word “languages” in number 4 to read: Analyze the role that different languages, cultures, institutions and beliefs have in shaping individual and collective behavior.

Motion to add languages into bullet point passes. **Motion to amend passed.**

Motion passed (Needed a 2/3rds majority).

ADJOURNMENT

Chair Herr adjourned the meeting at 5:00 p.m.

Kathy Gibson
Secretary of the Faculty

Right of Challenge Expires October 28, 2012

Program Deletion: Classics—Latin Concentration Bachelor of Science in Education

Program Deletion: Classics—Latin Concentration

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

Right of Challenge Expires October 28, 2012

Program Deletion: Master of Science in Education, Secondary Music

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

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

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