

# 2026 GEP 101 Instructor Application & Information

Missouri State University  
First-Year Programs

## Directions:

- Please review the *GEP 101 Instructor Selection Criteria & Course Goals and Objectives* provided here.
- Complete the Instructor Application form on pages 3 and 4.
- With this fillable form, you have two options for submission:
  - You can fill in the form, print it and return it to the First-Year Programs office, located in the Center for Academic Success and Transition (Meyer Library 116).
  - You can fill in the form, save the form with **YOUR NAME** in the file name, and email it to [FirstYearPrograms@MissouriState.edu](mailto:FirstYearPrograms@MissouriState.edu) or [TraceyGlaessgen@MissouriState.edu](mailto:TraceyGlaessgen@MissouriState.edu)

## Instructor Selection Criteria for GEP 101

Dear Faculty and Staff:

Thank you for your interest in teaching GEP 101 for Fall 2026. In this application, you will find the course goals and objectives, instructor requirements, and additional information.

All faculty and staff who apply for a position and are selected by the Director, First-Year Programs and Associate Provost, Student Success must also receive approval from their appropriate director/department head/supervisor as well as First-Year Council. This council is comprised of representatives from the various colleges and divisions of the university. See following page for compensation schedule, based on classification.

### Summary of Required Criteria for GEP 101 Instructor Selection:

- Master's Degree or higher.
- First priority to full-time faculty and staff. Instructor must be employed at MSU during the semester they are teaching. As a reminder, staff must make arrangements with their supervisor for an equivalent adjustment in daily work schedule.
- Agree to course requirements listed on page 3.
- Teach course in 12-week blended format (two hours per week seated, 30 minutes online for 12 weeks) and continue to offer support for remaining 4 weeks of semester after course has ended.
- **Completion of mandatory three-hour Instructor Development Workshop** (choose from Saturday, April 11th, 9 a.m.-noon OR Monday, April 13th, 4-7 p.m.) **and one-hour workshop** (a selection of various topics and dates will be announced).

### Summary of Preferred Criteria for GEP 101 Instructor Selection:

- Experience teaching first-year students.
- Status as a returning GEP instructor (with at least average course evaluation scores, grades submitted on time, etc.).
- Scholarly research or presentations related to the first-year experience. (E.g., pedagogy, learning communities, service-learning, etc.).
- Involvement in retention and/or student success related committee work or service.
- Current Master Advisor certification. For registration information: [MissouriState.edu/Advising/](http://MissouriState.edu/Advising/)
- Willingness to send one or more follow-up emails during the spring semester to touch base with the instructor's fall GEP students.

Note: Instructors who meet most of the preferred criteria will be given additional consideration. Due to increased retention in specialized college sections, we staff those sections first.

**Deadline to apply for first consideration: Wednesday, March 11th, 2026.**  
**For application information: [MissouriState.edu/FirstYearPrograms](http://MissouriState.edu/FirstYearPrograms)**

## GEP 101 Compensation Schedule

Classification of Faculty/Staff	Compensation per section
Professor	\$3,200
Associate Professor	\$2,800
Assistant Professor	\$2,400
Instructors/non-tenure track/per course	\$2,400
Staff with doctorate	\$2,400
Staff with masters	\$2,400

### GEP 101 Course Goals & Objectives (*Effective Spring 2013*)

**Goal 1:** Students will develop the necessary skills to be academically successful and will understand the role of scholarship in the University and in larger society.

**Objective A1:** Students will develop information literacy, critical thinking, and communication skills in an academic area by successfully completing a research project or scholarly paper and orally presenting a summary of findings.

**Objective B1:** Students will develop knowledge and skills related to student success. (e.g., Goal Setting, Learning Styles, Study Skills, Time Management, Personal Finance, Graduation Plans, etc.)

**Objective C1:** Students will follow policies and practices of academic integrity and ethical behavior expected in the academic community.

**Goal 2:** Students will comprehend the importance of the University's Public Affairs Mission, which includes community engagement, cultural competence, and ethical leadership.

**Objective A2:** Students will be able to articulate and apply the University's Public Affairs Mission through assorted activities/assignments.

**Objective B2:** Students will create a collaborative group project, presentation, or participate in a service activity that illustrates the connection of the Public Affairs Mission to an academic course topic.

**Objective C2:** Students will be exposed to divergent perspectives in order to build an understanding of how diverse ideas strengthen a community.

**Goal 3:** Students will establish campus connections and a supportive network of faculty, staff, and other students to facilitate a successful transition to the university.

**Objective A3:** Students will identify avenues for participation in student organizations and co-curricular activities.

**Objective B3:** Students will establish effective working relationships with their instructors, academic advisor, and other campus personnel as necessary.

### Catalog Description

An integrative and interdisciplinary seminar designed to introduce students to the public affairs mission, improve students' academic skills, develop a foundational knowledge of university resources, and facilitate students' successful transition to Missouri State University's community of scholars.

Required of all students with fewer than 24 credit hours earned post high school. Must be taken during students' first semester. Honors students must substitute UHC 110 for this course.

*\*Course goals and objectives revised and approved by First-Year Council, Spring 2013.*

## 2026 GEP 101 Instructor Application

First Consideration Deadline: Wednesday, March 11th, 2026

Full Name:  M-number:

Home address:  Street  City  State  Zip

College/ Division:  Phone number:

Department:  MSU phone:

Office (e.g., Library 116):  MSU Email:

Stipend Choice:  Staff: Staff Classification:  Exempt  Non-exempt, hourly  
 Supplemental Pay   
 Part of Job   
 Transfer Funds to Department   
**OR**  Faculty Faculty Rank:   
 (e.g., Assoc Prof, Sr. Instructor, Per-Course)

Highest Degree:  Masters  Doctorate

By submitting this application, you agree to meet the following **course requirements** for instructors, which are based on recommendations from First-Year Council and end-of-semester instructor feedback:

- Meet the required course goals and objectives, including 1:1 meetings with students outside of class at least once during the semester.
- Follow up at mid-term with students in academic difficulty.
- Use plus/minus grading in all sections of GEP 101. Note: Faculty may “opt out” upon request, as per faculty handbook policy.
- Use common assignments as stated by First-Year Programs, assigned common textbook, and matrix for the purpose of General Education assessment.
- Per university policy, must hold a final exam and/or culminating final activity during the last class period.
- Use common Brightspace template and follow blended modality.
- Submit early alert indicators in Brightspace grade center, as noted in course shell.
- Notify FYP when cancelling class (per Faculty Handbook section 4.5.1.2. Meeting Classes; see page 5).
- Instructors will be required to submit their end-of-semester detailed student grades to FYP.

Number of sections you'd like to teach:

**What days/times are you available?** We may not be able to accommodate your first preference. Therefore, please list as many options as possible. Any adjustment to course schedule must be finalized prior to SOAR registration.

Note that in Fall 2026, we will be following standard starting times:

**Monday/Wednesday:** 8am, 9:05am, 10:10am, 11:15am, 12:20pm, 1:25pm, 2:30pm, 3:35pm

**Tuesday/Thursday:** 8am, 9:30am, 11am, 12:30pm, 2pm, 3:30pm

**Evening:** 4-4:50pm (2 classes per week), 5:30-7:10 pm (1 class per week)

What do you perceive as the value for students of a required first-year seminar, such as GEP 101?

**Are you interested in teaching one of these designated sections? (See page 5 for descriptions)**

First-Generation College Dedicated  College Dedicated

**If you checked one or both boxes:**

What 3 items would you share  
with your students about your  
college, outside your department?

**Would you like a Peer Leader, if available? (See page 5 for description)**  Yes  No  Maybe

**If yes, describe how you would utilize a Peer Leader in your classroom:**

**Your immediate supervisor:**

**Supervisor's email address:**

**Current Master Advisor certification?**  Yes  No

**Years of experience teaching first-year students:**

**Please list any of your scholarly research/presentations related to the First-Year Experience (if applicable):**

**Please list any involvement in retention or student success related committee work or service:**

**Any additional information you would like to share:**

**How did you hear about teaching GEP 101?**

**If referred or other, please explain:**

**Signature:**

**Date:**

## Descriptions

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### **College Dedicated:**

Students from a particular college are scheduled in the same GEP 101 section. All GEP 101 course goals and objectives must still be achieved but an additional emphasis on opportunities within the college would be integrated within the course.

### **First-Generation College Dedicated:**

Though definitions of first-generation students vary, Missouri State defines them as students for whom neither parent has graduated from a four-year institution. According to national research, as well as data provided by Missouri State, these students graduate at a lower rate than students who are not first-generation. Dedicated sections, organized by college, are offered to support these students. For Fall 2026, additional instructor training and course activities are required.

### **Peer Leaders:**

A Peer Leader is a mentor for students who has learned from experience and has developed skills to successfully guide other students as they enter college. A Peer Leader uses their positive attitude, exemplary academic work, interpersonal skills, and personal experience to assist first-year students in their transition to university life. Peer Leaders pair up with a GEP 101 instructor and help educate students on topics including campus involvement, time management, critical thinking, campus resources, the public affairs mission and more.

### **Notification to FYP office of cancelled class:**

From ***Faculty Handbook, 4.5.1.2. Meeting Classes:*** Faculty members are expected to meet their assigned classes or to see that suitable alternate arrangements have been made for learning experiences for their students in the case of a required absence of the instructor because of unusual circumstances or because of attendance at a professional meeting. When instructors are unable to meet a class because of illness, they must call the departmental office and make arrangements to notify their classes concerning the cancellation of classes and new assignments or to make other arrangements for the classes that will be missed. Faculty who wish to request a religious accommodation to miss class should consult the Policy Library, Op 1.02-1 Accommodations for Religious Observances Policy.

### **GEP 101 instructors share their motivations:**

#### ***I teach GEP 101 because...***

- our first semester students inspire me.
- it makes me a better instructor in all of my courses.
- it's so fun to help the new students get to know Missouri State!
- I want to make students feel welcome, seen, and give them a sense of community and preparation for college.
- it allows me to connect with students in a different way from my normal work at MSU!
- I want to help ensure that new students feel welcomed and feel like they belong in our community.
- it allows me to have even deeper connections with students and see their excitement for college.
- it can give new students some very foundational college skills that can make all the difference between success and failure in college. It's also a great way to let new students know that we really LIKE them and are glad that they are here.
- it's an extremely fun way to connect with and support new students as they transition to college.