Missouri State University

Civic Institutional Matrix

Assessing Assets and Gaps in a Civic-Minded Institution

Part One:
Assessment of 2008 General Education, Undergraduate and Graduate Program Curriculum by Academic College

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Project Objectives and Observations

The Office of Citizenship and Service-Learning and the Provost’s Ad-Hoc Committee on Democracy Engagement are conducting a three-part report to assess Missouri State University’s Civic Footprint. The three parts of the report are as follows:

- Part one: Assessment of 2008 General Education, Undergraduate and Graduate Program Curriculum by Academic College
- Part two: Assessment of 2008 Service and Community Outreach by Academic College
- Part three: Assessment of 2008 Student Success Rates by Academic College

Research for part one of this report was conducted by Emily Trammell, graduate student in the Student Affairs in Higher Education (SAHE) program, for a practicum project within the SAHE curriculum during the 2012 summer semester. Katherine Nordyke, Director of Citizenship Service-Learning for Missouri State, served as the practicum supervisor for this project.

The purpose of part one of this report is to address the civic ethos, literacy, inquiry, and action of each of the academic departments and their majors on the Missouri State University campus and ultimately to help Missouri State improve its programs to reflect that of a civic-minded institution. It is important to note that the data used to assess these four areas were from the 2008 annual Public Affairs report conducted on the Missouri State campus. Therefore, findings in this research may not accurately reflect the current civic ethos, literacy, inquiry, and action of the academic programs on campus.

As a whole, findings of part one of this report show that many academic departments are addressing elements of civic ethos, literacy, inquiry, and action. However, very few actually indicate any type of student assessment in regard to these four areas. Assessment is needed in order to accurately measure whether or not our academic programs contribute to Missouri State being a civic-minded institution.
Definitions of Terms

The purpose of this report is to assess the civic ethos, literacy, inquiry, and action of the academic programs on the Missouri State University campus. It is important to understand the definitions of each of these terms in their relation to civic-minded institutions.

CIVIC ETHOS governing campus life

The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, individual worth, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness which influences the goals of the institution and its engagement with local and global communities.

CIVIC LITERACY as a goal for every student

The cultivation of foundational knowledge regarding fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.

CIVIC INQUIRY integrated within the majors and general education

The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one’s major or area of study.

CIVIC ACTION as a lifelong practice

The capacity and commitment to participate both constructively with diverse individuals and work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people’s lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks leading to achievement of a greater public good.

Reference:

* A Crucible Moment: College Learning and Democracy’s Future
* A Call to Action and Report from The National Task Force on Civic Learning and Democratic Engagement
College of Arts and Letters

Overview

Mission, Leadership, and Advocacy

- The 2008 report does not list data that pertain to this area.

General Education (SEE INDIVIDUAL PROGRAMS BELOW)

Majors (SEE INDIVIDUAL HEADINGS BELOW)

Student and Campus Life

- The 2008 report does not list data that pertain to this area.

Community-Based Experiences

- Mostly found within general education and majors; will be examined within those areas.

Reward Structures

- The 2008 report does not list data that pertain to this area.

Art

General Education

- Civic Ethos
  - Art history brings in questions of ethics; diversity is part of Art 273 and 274.
- Civic Literacy
  - Art 200 and 272 challenges students to think about the beliefs of others from different eras.
- Civic Inquiry
  - Art 200 and 272 challenges students to think about the beliefs of others from different eras.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Undergraduate Program

- Civic Ethos
  - Artists must be educated about various cultures.
  - Studio classes help students address ethics.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
Within the studio, instructors help students define and question issues of ethical responsibility.

- Students in the design program complete practicums.

- Civic Action
  - The Art Department had very real, tangible examples of civic action.
  - Art works to make an impact on the community.
  - Students in the Design Practicum apply classroom skills to the real world: local businesses work with our students.
  - Art History majors worked with a community press to publish an article about Native Art and Artifacts from Africa, Oceana, and the Americas.
  - MS. Ed. students were part of a pilot community research project at the Family Violence Center.
  - Photography students captured real-world photos of the homeless at the Missouri Hotel; photos were given to the families as gifts.

**Graduate Program**

- There are no graduate programs to analyze.

**Observations**

The Art Department provided many great, tangible examples of community engagement/civic action. This department mentioned the role of art in ethics, diversity, and challenging one’s beliefs; but more concrete examples of how it does these things are needed. Student assessment is lacking.

**Communication**

**General Education**

- Civic Ethos
  - COM 115 encourages knowledge of ethical responsibility in public communication.
- Civic Literacy
  - COM 115 provides opportunities for critical thinking and persuasion.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - In 2008, COM 115 incorporated the Public Affairs Mission (sustainability) into its curriculum.

**Undergraduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The department only provides information on COM 115 as listed above.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
• Civic Action
  o Public Speaking Showcase allows students to share ideas and values in a public forum.

Graduate Program

• Civic Ethos
  o The program offered one COM Ethics course in spring 2008.
• Civic Literacy
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry
  o The 2008 report does not list data that pertain to this area.
• Civic Action
  o The 2008 report does not list data that pertain to this area.

Observations

The Communication Department only discusses two classes (COM 115 and COM Ethics—a graduate class) in terms of how they achieve civic ethos, literacy, inquiry, and action. No other graduate or undergraduate curriculum was mentioned. In addition, the Public Speaking Showcase is the only event mentioned that involves community engagement. This department is lacking real, tangible examples of civic engagement. In addition, student assessment is lacking.

English

General Education

• Civic Ethos
  o The Public Affairs Mission is incorporated into course content.
• Civic Literacy
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry
  o The department offers service-learning and internships.
• Civic Action
  o The department offers service-learning, internships, and professional partnerships.

Undergraduate Program

• Civic Ethos
  o Incorporated Public Affairs concepts and projects into all syllabi of pertinent courses.
• Civic Literacy
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry
  o Reading, research, and writing projects with a focus on community engagement, cultural competence, and ethical leadership.
  o The department offers service-learning and internships.
• Civic Action
  o The department offers service-learning, internships, and professional partnerships.

Graduate Program

• Civic Ethos
  o The Public Affairs Mission is incorporated into course content.

• Civic Literacy
  o The 2008 report does not list data that pertain to this area.

• Civic Inquiry
  o The department utilizes service-learning, internships, practicum classes, and participation in Learning Communities.

• Civic Action
  o Students participate in the following:
    ▪ Service-learning
    ▪ Community outreach
    ▪ “Master Teacher” concept
    ▪ Internship and practicum classes
    ▪ Participation in Learning Communities

Observations

It seems the English department is trying to incorporate the Public Affairs Mission into their curriculum and course syllabi. The report lacks concrete examples of how this is being done. Are these courses required for the major or are they electives? The report mentions potential implementation of a co-curricular Public Affairs transcript required for undergraduate and graduate students. Was this ever done? This department did a good job recognizing that while small steps have been made toward becoming more civically minded, there is still much that can be done. Student assessment is lacking.

Media, Journalism, and Film

General Education

• Civic Ethos
  o MED 120 incorporates the Public Affairs Mission by addressing the public’s interest in various types of media (print, broadcast, advertising, film, and internet).

• Civic Literacy
  o The 2008 report does not list data that pertain to this area.

• Civic Inquiry
  o The 2008 report does not list data that pertain to this area.

• Civic Action
  o The 2008 report does not list data that pertain to this area.

Undergraduate Program
• Civic Ethos  
  o Possible exchange program would provide students with cultural enrichment.  
  o Required ethics class for all majors.

• Civic Literacy  
  o “The Standard” investigates and reports on issues on campus and the SGF community.  
  o Students working on internet radio webcast programming to a larger community.  
  o MJF journalism students write stories about events going on in the community and use sources gathered from the community.  
  o MJF film and media students are exposed to national and international cinema and its origins and historical significance.  
  o The department selects films with historical and cultural significance for the University Film Series.  
  o The Manhattan Film Festival (yearly competition of short films from around the world) gives students exposure to world issues.

• Civic Inquiry  
  o “The Standard” is a student-run newspaper providing learners the opportunity to develop reporting skills.  
  o The Growl is an active student radio/organization providing professional development opportunities including how to run a radio station, create webcasts, etc.  
  o MJF film and media students compare and analyze American cinema to other countries.  
  o Students must watch and select the best films at the Manhattan Film Festival.  
  o Student Film Society consists of a group of students who supplement class offerings by organizing events, selecting speakers, planning activities, etc.  
  o Students must demonstrate analytical and critical thinking skills in required ethics class.  
  o In the capstone class, students engage each other in discussions during the film making process; the film is later shown at a public venue.  
  o Journalism offers service-learning.  
  o Students participate in internships.  
  o The Department mentioned potential learning activities which provide students with opportunities to engage in learning abroad via exchange programs and attending festivals and conferences.

• Civic Action  
  o MJF students intern in SGF and LA and make real-life business connections.  
  o The Department identified a potential learning activity connecting film/media students with an international exchange program (i.e. to the United Kingdom).  
  o The Department identified a potential learning activity encouraging students to attend festivals and conferences.  
  o A service-learning component is included in one of the journalism classes.

Graduate Program

• There are no graduate programs to analyze.

Observations

In terms of General Education, MJF says that MED 120 incorporates the Public Affairs Mission; however, it does not address how this class really aligns with the three pillars of the mission. In terms of their undergraduate program, the MJF Department did an excellent job identifying current learning outcomes
that target the three elements of the Public Affairs Mission: community engagement, cultural competence, and ethical leadership. They provided real, tangible examples of how their majors allow students to become civically engaged in these three areas. The 2008 report also identified possible learning outcomes that the department had considered (i.e. an international exchange program, students attending festivals and conferences, etc.). Were any of these programs implemented? Report lacked student assessment.

**Modern and Classical Languages**

**General Education**

- MCL has no true Gen Ed courses, so civic ethos, literacy, inquiry, and action cannot be measured. The only way MCL faculty are involved in Gen Ed is by teaching an IDS or UHC class.

**Undergraduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students can participate in service-learning.
- Civic Action
  - The MCL Department offers service learning components; (typically addressing community engagement and cultural competence components of the Public Affairs Mission) translation, instructional and interpretation services provided to local businesses and community programs.

**Graduate Program**

- There are no graduate programs to analyze.

**Observations**

The MCL Department states their strengths in the cultural competence component of the Public Affairs Mission (for obvious reasons). They also mention how the other two pillars of the mission are addressed and how all of their courses were redefined through the Public Affairs lens; however, they do not provide concrete examples of how they did this or what they are doing. There are no true examples of civic ethos and literacy documented. Student assessment is lacking.

**Music**

**General Education**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
MUS 239 focuses on music from many non-western cultures.
MUS 241 focuses on the relation of music and culture, mainly western culture.
MUS 345 and 346 focus on categories of western culture.

- Civic Inquiry
  - Students are encouraged to attend live performances.

- Civic Action
  - Students are encouraged to attend live performances.

**Undergraduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - Seventy-five percent of general education courses (which are required by all majors) address the role of music within various cultures.
  - Upper level history courses are required for majors

- Civic Inquiry
  - A new techniques course which teaches students how to implement non-western instruments in a cultural context must be taken by Education majors.
  - All students participate in large ensembles.
  - Most students participate in small ensembles.
    - Students are exposed to leadership in the large ensembles and get to “try it on” themselves when in smaller groups.
  - Course discipline encourages students to work in groups.

- Civic Action
  - Students present free concerts that are open to the public (HHPA, Ellis, churches, etc.).
  - Students studying string instruments take part in the Missouri String project, where they teach strings in the public schools to students that haven’t been exposed to the subject yet.
  - Students participate in a one-day event for Jr. High string programs.
  - Students help faculty with recruiting trips to Kansas City and St. Louis.
  - Choir performs concerts in Kansas City and St. Louis in January.

**Graduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - Students have the option of taking Music History, which focuses on the relationship of a society through its culture.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - Students practice leadership when performing in ensembles, also when conducting and teaching.
  - Performances and services are always an outreach to the community.
Students are involved in service activities including recitals, campus and community concerts, and performances at churches and other venues.

Many graduates are employed at regional schools or places that impact the community (i.e. music directors at churches).

**Observations**

The Music Department has asked faculty to make students more aware of the Public Affairs Mission in classes and syllabi. The report did not contain much information regarding civic ethos. Several good examples were provided describing how civic literacy is addressed in music classes. Good examples of outreach on campus and within the local community via departmental events were also provided. **Student assessment is lacking.**

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**Theatre and Dance**

**General Education**

- **Civic Ethos**
  - Theatre performances address ethical issues.
  - Performances, such as *Twelve Angry Jurors*, address subjects such as racism, ethics, democracy, etc.

- **Civic Literacy**
  - THE 101 gives students opportunities to study theatre from different countries and eras.
  - Performances, such as *Twelve Angry Jurors*, address subjects such as racism, ethics, democracy, etc.
  - DAN 180 explores the cultural influence of dance across the world.
  - DAN 180 analyzes the culture of dance in ancient and modern cultures including: Asia, Africa, India, Europe, and the Americas.
  - THE 109 focuses on non-traditional performances, such as disability theatre, theatre for social change, performance art, and personal narrative theatre.

- **Civic Inquiry**
  - THE 101 encourages student involvement in discussions about the nature of artistic endeavors and the relationships between art, culture, politics, and economics.
  - In Fall 2008, *Twelve Angry Jurors*, which deals with racism, personal ethics, and the rule of law in democracy was presented and performed by students.
  - DAN 180 analyzes the culture of dance in ancient and modern cultures including: Asia, Africa, India, Europe, and the Americas.
  - THE 109 encourages in-class dialogue about cultural competency (theatre for social change, disability theatre, etc.)
  - In 2008, DAN 180 introduced a new text book which proved to be a great tool for students to study world dance and issues of cultural competency.

- **Civic Action**
THE 101 students are required to attend at least three live performances during the semester; providing students an opportunity to develop an understanding of diverse cultures and historical periods. Students are also encouraged to become engaged in the arts community and develop a personal awareness of the roles theatre plays in the world.

DAN 180 requires students to attend several live dance performances and concerts.

Undergraduate Program

- Civic Ethos
  - The Theatre and Dance Department allows students to gain first-hand experience in all three pillars of the Public Affairs Mission.
  - Live performances teach students about ethical leadership—how it is achieved, why it is needed, and the value of different leadership styles that make a performance successful, etc.

- Civic Literacy
  - Live performances address social and ethical issues, historical concepts, etc.
  - THE 411 addresses cultural competency by exploring the Tudor and Elizabethan culture, drama, and similarities and differences with contemporary society.
  - THE 451/452 (History I and II) and DAN 451/452 (History I and II) look at drama through the ages.
  - THE 515 (Theatre for Social Change) works with non-profit agencies in the community to address a different social issue each year.

- Civic Inquiry
  - Live performances provide a tool for the critical analysis of diverse cultures, historical epochs, and a wide variety of social and ethical issues.
  - Over 1,300 THE 101 students attended the 2008 performance of Twelve Angry Jurors, which stimulated discussions about public affairs issues (ethical leadership, democratic principles, impact of racism on communities, etc.).
  - Theatre and dance students have the opportunity to participate in service-learning.

- Civic Action
  - Live performances serve as a gathering point for communities (both for performers and those in the audience).
  - Each year, the department puts together live performances that address the Public Affairs Mission.
  - The department offers service learning:
    - THE 390: Service-learning in theatre
    - DAN 390: Service-learning in dance
  - In 2008, THE 498 collaborated with Students for a Sustainable Future to create a theatre piece about sustainability.
  - THE 515 (Theatre for Social Change) works with non-profit agencies in the community to address a different social issue each year; added a service-learning component.

Graduate Program

- Civic Ethos
  - Students are exposed to ethical leadership.

- Civic Literacy
- THE 641/642 (History I and II) allows students to gain historical and cultural awareness of issues related to theatre and the role that theatre plays as a reflection of society; students will see theatre as an avenue for social change.
- Students study different cultures by looking at the comparisons of theatre performances throughout time and across the world.

- Civic Inquiry
  - The department mentions practicum opportunities for students.

- Civic Action
  - Summer practicum with Tent Theatre supports community engagement.

Observations

The Theatre and Dance Department did an outstanding job providing real, tangible examples of how their curriculum supports the Public Affairs Mission and provides opportunities for civic ethos, literacy, inquiry, and action. Many of their initiatives target a combination of these areas. For instance, the 2008 production of *Twelve Angry Jurors* provided opportunity in all civic ethos, literacy, inquiry, and action for students. The play explored areas such as ethical leadership and brought to light important historical issues such as racism, the rule of law in democracy, etc. These issues were discussed in the THE curriculum at the end of the semester; following attendance of the performance by 1,300 THE 101 students. In addition, THE 498 displayed both civic literacy and action when the class collaborated with Students for a Sustainable Future to highlight the issue of sustainability via theatre. **Student assessment is lacking.**
**College of Business Administration**

**Overview**

**Mission, Leadership, and Advocacy**
- The 2008 report does not list data that pertain to this area.

**General Education (SEE INDIVIDUAL PROGRAMS BELOW)**

**Majors (SEE INDIVIDUAL HEADINGS BELOW)**

**Student and Campus Life**
- Tami Knots in Management teams her Entrepreneurship class with aspiring entrepreneurs in the Small Business Development Center in COBA. Students must analyze new business start-up ideas, work with entrepreneurs, and present to prospective business start-ups.
- COBA presented a panel at the 2008 Public Affairs Conference.

**Community-Based Experiences**
- Shawn Strong (Industrial Management Department) is on the Habitat for Humanity Board of Directors and chairs the Construction Committee.
- Dr. Jerry Chin (CIS) and Professor Shannon McMurtrey (CIS) assisted with development and maintenance of a parish website for Holy Trinity Catholic Church.
- The CIS Department provides technical support for the Linda Luke Project of R-12 school district.

**Reward Structures**
- The 2008 report does not list data that pertain to this area.

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**School of Accountancy**

**General Education**
- There are no general education courses to analyze.

**Undergraduate Program**
- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The school offers two service-learning courses that support the Low Income Tax Clinic (LITC) and Volunteer Income Tax Assistance (VITA) programs (see below for descriptions of these programs).
• Civic Action
  o The school hosts the LITC, which provides assistance to individuals with low income who need help interfacing with the IRS.
  o The school hosts the VITA program, which provides tax preparation services for people with low income, who are likely unable to use a paid preparer.
  o Both the LITC and VITA programs provide accounting students opportunities to gain real-world experience working with clients and providing service to the community.
  o The school offers two service-learning courses that support LITC and VITA.
  o In 2008, the school partnered with the Heartland Council of the Institute of Management Accountants to host the Heartland Council IMA Educational Conference. Approximately 200 local accountants attended the conference to further their professional education.

Graduate Program

• Civic Ethos
  o The 2008 report does not list data that pertain to this area.
• Civic Literacy
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry
  o The 2008 report does not list data that pertain to this area.
• Civic Action
  o The 2008 report does not list data that pertain to this area.

Observations

The School of Accountancy did a great job providing examples of civic action and inquiry via the LITC and VITA programs. However, implementation of civic ethos and literacy components were not mentioned. Also unmentioned was how their curriculum (undergraduate or graduate) addresses civic learning. Student assessment is lacking.

Computer Information Systems

General Education

• Civic Ethos
  o The 2008 report does not list data that pertain to this area.
• Civic Literacy
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry
  o The 2008 report does not list data that pertain to this area.
• Civic Action
  o The 2008 report does not list data that pertain to this area.
Undergraduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students have the opportunity to participate in internships/cooperatives.
- Civic Action
  - Dr. Jerry Chin (CIS) and Professor Shannon McMurtrey (CIS) helped develop and maintain a parish website for Holy Trinity Catholic Church.
  - CIS 397 students take part in the Linda Luke Project, which provides technical support for the Springfield R-12 school district.
  - The department head serves on the Catholic Campus Ministry Board.
  - The department maintains contact with CIS corporate partners for student internships and full-time positions.
  - The department hosts Computer Day, which is instrumental in company recruitment of students for internships and full-time positions.
  - The IBM/ITSM major requires an internship.
  - CIS and ITSM majors participate in internships/cooperatives.
  - The department hosts a recruiting campaign for sophomores and juniors in local high schools. Juan Meraz provides information for students of diverse backgrounds.

Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Observations

The CIS Department provided some examples of civic inquiry and action. Many of these examples focused on faculty involvement in the community, not students. Also, examples that focused on students seemed related mostly to attaining a job or gaining career experience. The department did not mention ways civic ethos or literacy are being incorporated into the curriculum. Also unmentioned was how their curriculum (undergraduate or graduate) addresses civic learning. Student assessment is lacking.
Finance and General Business

General Education

- There are no general education courses to analyze.

Undergraduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - Dr. Pettijohn and Dr. Philpot present financial seminars at churches and in February 2009, prepared a workshop for personal finance high school teachers.
  - FGB 307 students complete outreach projects in the community (the report does not mention how).
  - Faculty contributes to local media outlets when financial matters are featured.
  - Law faculty are active in various Bar Associations providing “technical assistance” to the community.
  - The department formed an advisory board drawing from alumni and community leaders.
  - The department offers “Risk Manager in Residence” series.

Graduate Program

- There are no graduate programs to analyze.

Observations

The FGB Department provided some examples of civic action. Many of these examples focused on faculty involvement in the community, not students. Also, the only example which targeted students (students perform community outreach in FGB 307) did not actually explain how this was achieved. Ways in which civic ethos, literacy, or inquiry were being incorporated into the curriculum were not mentioned. Also unmentioned was how their curriculum (undergraduate or graduate) addresses civic learning. Student assessment is lacking.

Industrial Management

General Education

- There are no general education courses to analyze.
Undergraduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - Shawn Strong is on the Habitat for Humanity Board of Directors and chairs the Construction Committee.
  - The department is active with Habitat for Humanity.

Graduate Program

- There are no graduate programs to analyze.

Observations

The report focusing on Industrial Management is too vague to accurately evaluate steps being taken to incorporate civic ethos, literacy, inquiry, and action into the curriculum. Student assessment is lacking.

Management

General Education

- There are no general education courses to analyze.

Undergraduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students can participate in service-learning.
  - MGT 384 and 561 students learn by partnering with aspiring entrepreneurs (see below).
- Civic Action
  - Tami Knots (MGT 384 and 561) teams her Entrepreneurship class with aspiring entrepreneurs in the Small Business Development Center in COBA; students must analyze business start-up ideas, work with entrepreneurs, and present to prospective business start-ups. New businesses gain valuable feedback and students gain real-world experience.
  - The department offers service-learning courses.
  - Alumni are involved in Homecoming.
In the fall, the Management, Marketing and FGB departments work together to host Career Day. Approximately 60 companies participate, conduct interviews and offer positions to students.

**Graduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

**Observations**

The Management Department provided good examples of civic inquiry and action via their MGT 384 and 561 classes. However, other examples of civic action seemed related mostly to attaining a job/gaining job experience. In addition, the department did not mention ways civic ethos or literacy are being achieved. Also unmentioned was how their curriculum (undergraduate or graduate) addresses civic learning. Student assessment is lacking.

**Marketing**

**General Education**

- There are no general education courses to analyze.

**Undergraduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

**Graduate Program**

- There are no graduate programs to analyze.
Observations

The report focusing on Marketing is too vague to accurately evaluate what steps are being taken to incorporate civic ethos, literacy, inquiry, and action into the curriculum. Student assessment is lacking.
College of Education

Overview

Mission, Leadership, and Advocacy

- The 2008 report does not list data that pertain to this area.

General Education (SEE INDIVIDUAL PROGRAMS BELOW)

Majors (SEE INDIVIDUAL HEADINGS BELOW)

Student and Campus Life

- The 2008 report does not list data that pertain to this area.

Community-Based Experiences

- The 2008 report does not list data that pertain to this area.

Reward Structures

- The 2008 report does not list data that pertain to this area.

Childhood Education and Family Studies

General Education

- There are no general education courses to analyze.

Undergraduate Program

- Civic Ethos
  - Classroom leadership is incorporated into curriculum and reinforced through student teaching: simple truths video, teamwork, going the extra mile, etc.
  - Professional ethics is incorporated into training.
  - Students are taught to acknowledge and be attentive to diversity in every class they teach (i.e. teaching to students with various learning styles and abilities).
  - Student teaching addresses character education, appreciation for diversity, and “teachable moments” etc.

- Civic Literacy
  - Students are required to attend a seminar concerning cultural diversity and keep a log of their diversity related experiences during student teaching. Some examples include: economic and social settings, cultures, learning styles and abilities, and gender differences.

- Civic Inquiry
  - Teaches ethics through a variety of different methods including: role play, lesson planning, instruction, student teaching, and problem solving.
Students keep a log of their diversity related experiences including: economic and social settings, cultures, learning styles and abilities, and gender differences.

Students journal about their experiences with non-English speaking students, gender issues, poverty, and other things that might influence learning while working in special needs classrooms.

Students learn via required student teaching and intensive field experiences.

- Civic Action
  - Students volunteered on National Volunteer Day at Kids Against Hunger.
  - Students worked with (OAEYC) to develop and implement a Child Abuse Vigil on campus.
  - (AEYC) students gave time and money to Newborns in Need.
  - AYEYC students earned books for donation to the Child Development Center and Isabel’s House.
  - Students are required to complete an intensive field experience where they have opportunities to serve at PTA meetings, after-school programs, and judge science fairs.
  - Most student teachers participated in one or two service opportunities during their 16-week placement.
  - Students are required to visit special needs classrooms.

Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Observations

The Childhood Education and Family Studies department did a good job mentioning specific teaching goals and field experiences including: leadership, ethics, service, diversity appreciation, and character education. However, the information was poorly organized and difficult to understand as an outsider to the education community. Student assessment is lacking.

Special Education

General Education

- There are no general education courses to analyze.

Undergraduate Program

- Civic Ethos
The 2008 report does not list data that pertain to this area.

Civic Literacy
- The 2008 report does not list data that pertain to this area.

Civic Inquiry
- Some classes have an embedded service-learning component via CASL (see below).

Civic Action
- SPE 517, 450 and 519 have an embedded CASL tutoring program established at the Springfield Community Center. Students conduct a minimum of 15 tutoring hours in reading and math with 25-40 K-12 students who attend after-school programs. This population is highly diverse; 70-80% are African-American, 10-15% are Caucasian, and 5% are other ethnicities.

Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - The 2008 report does not list data that pertain to this area.

Observations

The Special Education Department provided good information about a service-learning course; however, information regarding civic ethos and literacy were not present. Student assessment is lacking.

Reading Foundations and Technology

General Education

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - The 2008 report does not list data that pertain to this area.

Undergraduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  - Students learn via practicum experiences.
- Civic Action
  - MID 425 students visit area middle schools.
  - MID 439 students complete practicum experiences at Greenwood Laboratory School and other local middle schools.
  - Many MID majors participate in the COE Hispanic Initiatives Program at Monett and Verona schools.

### Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

### Observations

The Reading Foundations and Technology Department provided a small amount of information about students visiting local middle schools including Monett and Verona; however, information regarding civic ethos and literacy were not present. **Student assessment is lacking.**
College of Health and Human Services

Overview

Mission, Leadership, and Advocacy

- The 2008 report does not list data that pertain to this area.

General Education (SEE INDIVIDUAL PROGRAMS BELOW)

Majors (SEE INDIVIDUAL HEADINGS BELOW)

Student and Campus Life

- Most undergraduate programs offer students the ability to participate in professional and student service organizations.
- Faculty in the PSY graduate program formed a diversity committee to develop curriculum and assessment standards.

Community-Based Experiences

- Students have worked with the following organizations: Habitat for Humanity, The Kitchen, Boys and Girls Club.
- Dietetics and nursing students participated in international study tours.
- BMS and CSD students judged the Ozarks Science and Engineering Fair.
- The BSN program requires 40% of clinical experience to take place in the community.
- PED 468 and 545 students provide gross motor and physical activities for individuals with special needs.
- SMAT students administered first aid to the MSU hockey club, participated in Relay for Life and Adopt-a-Street, and volunteered at the Ronald McDonald House.
- BMS graduate students presented a poster at the 2008 International Conference on Service-Learning.
- MSN Students complete Medical Service-Learning trips to Ecuador.
- Graduate students in PSY co-authored international papers regarding leadership topics.
- The School of Social Work developed a RESOURCES website for students and the community with the following topics: cultural diversity, social and economic justice, clinical social work linkages, leadership and ethics, and family health practice.

Reward Structures

- The 2008 report does not list data that pertain to this area.
Biomedical Sciences

General Education

- Civic Ethos
  - BMS 110 lecture and lab stress the importance of morals and ethics as they relate to scientific experiences. The importance of observation, analysis, and how to report data ethically are taught in class.

- Civic Literacy
  - BMS 100 discusses important societal issues such as stem cell research and biotechnology.
  - The ethics and diversity course objectives in BMS 110 define the nature, history, philosophy methods and organization of the sciences, and provide a basic understanding of the role of ethics and diversity in the political, cultural, and educational institutions of society.
  - The BMS 110 international course objective is to discuss energy transfer with an emphasis on the technologies and challenges of producing and distributing food for a growing human population.

- Civic Inquiry
  - BMS 110 incorporates both a lecture and lab for students to apply their knowledge of health-related issues.
  - The BMS 100 in-class group assignments promote interaction with other students, which fosters diversity and exposes students to one another's personal interests (developing cultural competency).

- Civic Action
  - In terms of community engagement, BMS 110 has the following mission, “Our students learn to appreciate, participate in, and impact the community and world around them. Our graduates should have a thirst and hunger for meaningful involvement, and the skills to make a difference.”

Undergraduate Program

- Civic Ethos
  - The senior seminar class for dietetics students (BMS 439) teaches leadership.
  - BMS 305 is an introductory leadership class for dietetics majors.
  - Ethics in healthcare is a topic covered in most classes.

- Civic Literacy
  - BMS 332 (Food and Culture) educates students about worldwide cultures, healthcare beliefs, diversity around the world, as well as food choices.

- Civic Inquiry
  - Students can participate in service-learning.

- Civic Action
  - Most CMB students are interested in pre-health related fields and are active in Pre-Med, Pre-Dental, CMB, and/or Pre-PA student societies. These students routinely volunteer in the community (i.e. The Discovery Center, The Kitchen, Boys and Girls Club, Boy and Girl Scouts, nursing homes and hospitals, DNA Day, Genome Center, Habitat for Humanity, Sunshine Walk, tutoring, fundraising for Leukemia and Lymphoma Society, and judging science fairs).
Several students participate in service-learning.
- BMS 331 (Food Science) students assist with the Science Olympiad, a regional science competition for area junior high and high school students.
- BMS 340 (Nutrition and Communication) students work with Cox Health Monett, the Missouri Extension Center and YMCA to provide nutritional education and on Missouri State Employee Wellness Day.
- BMS 438 (Administrative Dietetics) students worked with Sodexho to education students and promote Sodexho’s healthier dining options.
- BMS 445 (Community Nutrition) students provide service each year to the University community by participating in the Taylor Health and Wellness Center health fair; these students also work with the Missouri Hotel and Kitchen Clinics providing low-income families with nutrition information.
- Many pre-health students are active in mission trips to impoverished areas worldwide (i.e. central Mexico and South America).
- Students participate in international service-learning opportunities (i.e. in AGR 399 Food Production students spent time in Belize during winter intersession along with dietetics faculty where food production facilities were visited and students learned about international politics, business, healthcare, and poverty; 20 students participated in a learning trip to El Salvador).
- Two dietetics majors completed summer programs in Spain, one studied abroad with another university, and three participated in international experiences outside MSU.

**Graduate Program**

- Civic Ethos
  - BMS 600 (Intro to Graduate Studies) defines leadership qualities of professionals and ethical behavior of graduate students.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students are required to complete clinicals (see below).
- Civic Action
  - CMB and Nurse Anesthesia programs require a broad clinical basis through Mercy Hospital, where all students engage in leadership, management, and other aspects of care to improve community health and awareness.

**Observations**

BMS 100 has a great mission statement regarding community engagement for students; however, no concrete examples were provided to show what these students are involved in. The Dietetics program provided excellent examples of civic action for their students. The graduate programs lacked sufficient information to truly assess civic ethos, literacy, inquiry, and action. Student assessment is lacking.
Communication Sciences and Disorders

General Education

- There are no general education courses to analyze.

Undergraduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Service-learning options are available.
- Civic Action
  - Faculty ensure that students participate in a high level of community service (i.e. service learning).
  - CSD faculty are involved in service-learning.

Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Observations

The report focusing on CSD is too vague to accurately evaluate student achievement in civic ethos, literacy, inquiry, and action. **Student assessment is lacking.**

Health, Physical Education & Recreation

General Education

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - PED 100 increases awareness of cardio-respiratory and related diseases including their negative impact on productivity.
  - PED 100 addresses the role of physical fitness in disease prevention and care, the relationship between a lack of fitness and risky behavior, and rising medical costs/insurance premiums from both individual and community perspectives.
PED 100 provides information regarding cardio-respiratory and related health and fitness characteristics typical of diverse populations and ethnic groups.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - The 2008 report does not list data that pertain to this area.

**Undergraduate Program**

- Civic Ethos
  - Exercise and Movement Science majors have many opportunities within the curriculum to reflect on leadership roles both as a class requirement and in response to recognized need in the community.
  - Students in REC 190 learn the principle of setting leadership performance objectives resulting in positive outcomes for adults and children with behavioral disorders and a variety of severe and profound physical and mental disabilities.
  - All Recreation and Leisure Studies students are taught about and given the opportunity to practice ethical behavior in public and private settings.
  - Medical ethics is part of the first course that students take in Radiologic Technology School; all radiography candidates who sit for the Registry Exam must meet the ARRT *Standards in Ethics*.
  - In Radiography, medical ethics and working with diverse populations are embedded within the curriculum of each clinical experience.
  - Medical ethics is embedded into the curriculum of the Respiratory Therapy program.

- Civic Literacy
  - REC 211 (Principles of Outdoor Recreation), 311 (Outdoor Recreation), and 411 (Outdoor Pursuits) incorporate issues of environmental and conservation ethics.
  - REC 205 (Concepts in Therapeutic Recreation) focuses on recreation programming and service needs for individuals with disabilities.
  - REC 190 (Global Awareness) contains assignments that involve cross-cultural experiences including incorporation of games and sports from other countries.
  - REC 320 (Fundamentals of Tourism) covers issues such as the economy, intercultural contact, world-class destination environments, unique destinations, and how these impact hosts and guests.

- Civic Inquiry
  - REC 305 and 320 students interact with national leaders in tourism and plan meetings; these leaders spend time with students, imparting leadership attributes.
  - REC 304 and 315 students work in teams, collaborating on projects initiated by leaders in the field and then give presentations.
  - REC 320 (Fundamentals of Tourism) has an assignment in which students have the opportunity to share with their class, a special place they have traveled to.
  - Most students in the department are required to complete practicums, service-learning courses, internships, clinicals, etc. (see below).

- Civic Action
  - Physical Education Teacher Education (PETE) students complete more than 150 practicum hours in Springfield Public Schools.
PETE students in PED 361, 468, and 545 participated in over 40 practicum hours; providing gross motor and physical activity opportunities for children and adults with special needs and diverse backgrounds.

PETE students are required to take PED 358 Health Methods, which is a service-learning course.

PETE students complete a coaching practicum in PED 335.

PETE students complete a full semester of supervised student teaching.

In 2008, the following courses were in the process of becoming service-learning courses: PED 361, 468, 545.

The Exercise and Movement Science program has partnerships with ARC of the Ozarks (mentally retarded adults) and Head Start (early childhood development).

The Exercise and Movement Science program has internship placements throughout the Springfield community and the state and vary from professional, clinical settings to school and community settings.

The Exercise and Movement Science program added PED 350 (Health and Wellness Promotion) as a core requirement and made it a service-learning class in order to expose students to community settings in healthcare and engage them in documented volunteer activity; these students lead and work in situations that are culturally, intellectually, and socioeconomically diverse.

REC 411 (Recreation Leadership/Supervision) has incorporated a variety of community leadership activities into the curriculum (i.e. coaching youth sports, running YMCA youth basketball league, serving as instructors for the Wild School in Springfield and Roaring River State Park, etc.).

REC 423 (Organization and Administration) students spend time in clinical and rehabilitation settings.

REC 190 (Applied Social Recreation) includes student-led programming and facilitation of clients with physical and behavior disabilities; this course integrates off-campus experiences that expose students to the diverse needs of the disabled community.

The Recreation and Leisure Studies Program students are required to take four service-learning courses (service-learning offered in REC 205, 211, 330, 390, 410, 311); students participate in at least 15 hours of community engagement via CASL community partners (16 partners in 2008).

Recreation and Leisure Studies students are required to take REC 335 (Practicum in Leisure Studies), which requires 100 hours of professional opportunity in a recreational setting.

Recreation and Leisure Studies students must complete a final internship that requires 400-480 placement hours in their final semester at a recreation agency.

All Radiography majors have the opportunity to participate in the Radiography Club.

Radiography students are provided clinical experience with populations ranging from adult to pediatric patients and comprising diverse ethnicities.

Each year, six students from across the nation are selected to participate as student interns to the House of Delegates as the ASRT Annual Governance and House of Delegates Meeting, which is the governing body of the Radiography profession. In 2008, two MSU students were selected for the program.

In the Respiratory Therapy program, students receive clinical experience working with a variety of patients.

Graduate Program
• Civic Ethos
  o The 2008 report does not list data that pertain to this area.
• Civic Literacy
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry
  o Students complete internships and special or individualized projects (see below).
• Civic Action
  o Sport Management Certificate and MAS Sport Management students complete internships that impact the community (i.e. working for MSU athletics, helping schools improve attendance at athletic events, working with hospitals or community recreation centers to develop health and fitness programs, etc.). Students are required to take on a leadership role and provide services to the community by developing a special or individualized project.

Observations

The Health, Physical Education, and Recreation department has five undergraduate programs (Physical Education, Exercise and Movement Science, Recreation and Leisure Studies, Radiography, and Respiratory Therapy) and three graduate programs (Health Promotion and Wellness Management, MSED, and Sport Management Certificate and MAS Sport Management). The Physical Education program provided good examples of civic inquiry and action, but lacked examples of civic ethos and literacy. The Exercise and Movement Science program provided some examples of civic ethos, inquiry, and action, but failed to provide information regarding civic literacy. The Recreation and Leisure Studies program supplied evidence of civic ethos, literacy, inquiry, and action and even provided student assessment in regard to civic action: students gave feedback regarding the number and variety of hands-on experiences within their major, saying that it was a strength of the program. The Radiography and Respiratory Therapy programs provided information about civic ethos, inquiry, and action, but failed to show evidence of civic literacy. There was not sufficient information to assess the civic ethos, literacy, inquiry and action of the graduate programs, with the exception of a few examples of how Sport Management Certificate and MAS Sport Management students gain experience in civic inquiry and action. More student assessment is needed.

Nursing

General Education

• There are no general education courses to analyze.

Undergraduate Program

• Civic Ethos
  o BSN and BSNC have required courses in leadership.
• Civic Literacy
NUR 472 has a poster session for faculty, students, and the public, where many topics deal with health, health promotion, the environment, access to health care, and other public affairs topics.

- Civic Inquiry
  - Students are required to complete clinicals and service-learning (see below).

- Civic Action
  - BSN and BSNC are community-based programs; therefore, all students complete clinical experiences in the community.
  - BSN students have 40% of clinicals in the community, working with vulnerable populations.
  - BSN students have two required service-learning classes.
  - BSNC students must complete three required service-learning courses.
  - Many class projects for BSN students include community activities with vulnerable populations (i.e. health fairs and health screenings at schools without full-time nurses; health programs for foster parents, etc.).
  - The Nursing Department has a nursing center at The Kitchen, INC, which serves the homeless and uninsured.
  - The Nursing Department has over 125 clinical contracts through which students complete service hours.
  - BSN and BSNC students are required to complete a service-learning course in leadership.

Graduate Program

- Civic Ethos
  - FNP students must complete a required course in leadership.
  - All Master of Public Health (MPH) students must take three core courses in which ethics is an integral part of the content because ethical decisions are part of the decision-making process; ethics examples and case studies permeate the core HLH courses.

- Civic Literacy
  - For fall 2009, a new course was developed for MSN students concerning global health and diversity.
  - Community intervention and collaboration are key concepts in Public Health and are applied throughout the core HLH courses for MPH students.
  - Because understanding cultural differences and diversity are critical to effective prevention and/or intervention, MPH students learn cultural competence and understand diversity issues when in core HLH classes.
  - Environmental issues and infectious diseases have no regard for borders, and as the result of worldwide travel and vector-based transmission, public health concerns from one part of the world will also have an impact on the U.S. MPH students study global public health issues (past and present) in order to gain insight for prevention of health problems.
  - Because of recent interest in issues such as the HIV/AIDS epidemic, disaster relief, complex humanitarian emergencies, climate change, etc., there has been in increased emphasis on global awareness in MPH classes.

- Civic Inquiry
  - MPH students are required to complete the online human subjects training offered at Missouri State, which deals with ethics.
Students are required to complete clinicals, service-learning, and field experiences (see below).

- **Civic Action**
  - Both FNP and MSN students have community-based curriculums (i.e. FNPs have clinical experiences with underserved populations in the area and MSN students go on a departmental medical service-learning trip to Ecuador).
  - FNP students will complete a service-learning clinical component about diverse cultures.
  - All MPH students do extensive field experiences in the community, interning at a city/county health department and with other community organizations.
  - Students in the Future Public Health Professionals student organization volunteer their time assisting community organizations with the ability to provide services (i.e. community education, service and research initiatives through the work of the Ozarks Public Health Institute).
  - MPH students participate in a capstone field experience, where they work in the public health community, particularly in county public health programs; this interaction also extends to state and federal organizations.

**Observations**

The Nursing Department did a great job providing examples of civic inquiry and action via community clinicals, internships and service-learning opportunities; the department also has good examples of civic ethos and literacy. **Student assessment is lacking.**

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**Physical Therapy**

**General Education**

- There are no general education courses to analyze.

**Undergraduate Program**

- There is no undergraduate program to analyze.

**Graduate Program**

- **Civic Ethos**
  - The development of leadership, ethical, and professional behaviors are core components of the program curriculum.
  - The program curriculum centers on integrity, respect, wisdom, leadership, service, accountability, discipline, excellence, empowerment, and courage.
  - Ethics are incorporated into many courses in the curriculum (i.e. PTE 611 and 621 focus on HIPAA rules; PTE 640, 660, and 780 focus on human subjects in research, writing an IRB and informed consent, academic integrity, scientific integrity, etc.).
  - Ethics is an important component of all clinical education courses.
  - Ethical issues are addressed in PTE 783, where each student is required to complete a case report that incorporates patient privacy, confidentiality, and release of information consent.
The entire curriculum is consistent with *APTA Code of Ethics, Standard of Practice, and Guides for Professional Conduct*.

**Civic Literacy**
- PTE 610 and 611 students explore ethnic and cultural issues relating to health status, socioeconomic status, learning styles and health belief models.
- A theme throughout the curriculum is using critical thinking to solve problems, particularly in patient management courses.
- Students gain understanding of the inter-relationships between cultures, learning styles, and education methodology in patient management courses.
- PTE 621 students practice handling situations involving domestic violence or sexual harassment and learn how to communicate in ways that are congruent with situational needs, social and cultural differences.
- PTE 621 students learn about the effects of legislation relevant to certain individuals (disability issues, etc.) and cultural differences.
- PTE 652, 664, 631, 641, etc. students learn about physiological differences due to race, age, and gender.

**Civic Inquiry**
- Clinical experiences and internships are used for students to learn about leadership and ethics.
- Students participate in service-learning.
- Case studies and discussions are used to explore ethnic and cultural issues impacting effectiveness and delivery of health care.

**Civic Action**
- All PT students are members of the Student Physical Therapy Association at MSU.
- Starting with the class of 2011, all students are required to be members of the APTA organization to facilitate their professional participation in activities at the district, state, and national levels.
- PTE 771 (Physical Therapy Management and Administration) students work with administrators at various facilities using hands-on and on-site experience to employ what they learn in the classroom (i.e. budgeting, scheduling, marketing, interviewing, orientation, etc.).
- PTE 771 includes a service-learning component.
- Students participate in clinical internships representing diverse student populations (i.e. large metropolitan areas in the U.S., rural areas in SW MO, the prison population at the Medical Center for Federal Prisoners, people from diverse socioeconomic backgrounds, etc.).
- The Student Physical Therapy Association participates in fund raising events for good causes (i.e. class of 2010 volunteered for Relay for Life).
- Students have been active with more than 30 community partners via service-learning components in courses.
- PTE 647 service-learning students spend at least 15 hours with their community partner and provide hands-on services for the organization (i.e. guarding children while receiving therapeutic riding/hippo therapy on horses; assisting with activities for children/seniors; assisting people from a special needs group; assisting with exercise programs, etc.).
- PTE 667 service-learning students work in groups spending a total of 30 hours with a community partner; they learn about the services their community partner provides, assess what they need, then develop and implement programs to meet those needs.
PTE 665 students are divided into groups and work with instructors from the PTA program at OTC, teaching fundamentals of PT to students.

Observations

The Physical Therapy program did a great job providing examples of how their curriculum achieves civic ethos, literacy, inquiry and action. Many parts of their curriculum overlap to attain these goals. For instance, students gain civic ethos (leadership and ethics) via civic action (clinical experiences). The PT program received feedback from the CAPTE Onsite-Visit Team Report, who recognized the program’s ethics, leadership, and service components were commendable. However, direct student assessment is lacking.

Physician Assistant Studies

General Education

- There are no general education courses to analyze.

Undergraduate Program

- There is no undergraduate program to analyze.

Graduate Program

- Civic Ethos
  - Ethical concepts are infused into the curriculum and are even emphasized during the interview process for the program.
  - The National Commission for the Certification of Physician Assistants (NCCPA) includes questions about ethical behavior and practice on certification and recertification exams; MSU students are well-prepared for these exams.
  - Students gain exposure to racial, ethnic, and religious populations during their education.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students discuss clinical, ethical dilemmas via writing assignments.
  - Students are asked about personal examples of ethical scenarios they’ve encountered in clinical settings.
  - Students are required to reflect and write about interactions with patients who might be different than they are.
- Civic Action
  - Students elect a “volunteer coordinator” who is in charge of identifying and organizing community service programs.
  - During each academic year, it is estimated that 80-90% of the class participates in at least once service activity (many are existing projects in the community).
  - In 2008, the department had recently become involved with a local Latino church providing diabetes mellitus prevention in children.
Observations

The Physician Assistant Studies program mentioned areas of civic ethos, inquiry, and action, but failed to list examples of their students achieving civic literacy. Some of these areas overlapped; for instance, students gain experience about ethics in the profession (civic ethos) via writing assignments and interviews (civic inquiry). The department says that students get exposure to racial, ethnic, and religious populations, but does not list concrete examples. The report mentions student feedback regarding the interview process for the program, but further student assessment is needed.

Psychology

General Education

- Civic Ethos
  - PSY 121 teaches guidelines for the treatment of human participants, moral development, social facilitation/helping behaviors, motivation and emotion, and cognition and decision-making; which all play a role in ethical decision-making.
- Civic Literacy
  - PSY 121 students study individual differences, the physiological basis of behavior, social behavior, and other areas that are “core” to the understanding and managing of diversity.
- Civic Inquiry
  - The report mentions new innovations in course delivery, but fails to provide examples of such delivery.
- Civic Action
  - All PSY 121 students are required to participate in studies of human thought and behavior through the participant pool.

Undergraduate Program

- Civic Ethos
  - APA ethical guidelines are taught in all experimental PSY classes.
  - The department teaches courses for the minor in ethical leadership.
  - Ethical guidelines are taught in all gerontology courses; development, death, and dying are important elements in understanding ethical leadership.
- Civic Literacy
  - The department offers courses in cross-cultural psychology.
- Civic Inquiry
  - Students are engaged in practica (see below).
- Civic Action
  - There was a 30% increase from 2007 to 2008 in supervised practica for PSY students.
  - PSY students are placed in more than 25 community sites for practica.
  - The department offers pro bono consultation with numerous outside entities (does not specify if it is students or faculty).
The department takes leadership roles working with Relay for Life (does not say if it is students or faculty).
- PSY students take courses in Child Forensic Certification, which supports multiple community partners.
- Gerontology students engage in supervised practica in the community.
- Gerontology students have been involved with the Alzheimer’s Association and BIGALA.

**Graduate Program**

- **Civic Ethos**
  - Students are required to take PSY 661, an ethics course.
  - Students must complete the Human Subjects Review and online diversity training.
  - Leadership is a central component of I/O PSY curriculum.
- **Civic Literacy**
  - Course content includes cross-cultural perspectives.
- **Civic Inquiry**
  - Students complete practica and seminar projects in and for community organizations.
- **Civic Action**
  - Students complete practica and seminar projects in and for community organizations.

**Observations**

The Psychology Department provided examples of civic ethos, literacy, inquiry, and action. The report mentions several specific examples of faculty being civically engaged (i.e. course syllabi, winning awards for community service, modeling engagement, etc.), but needs to show more examples of engaging students civically. For instance, the Gerontology program says that development, death, and dying are important elements for understanding ethical leadership, but it fails to answer how. Also, the department mentions practica for students, but does not say if this is a required part of the curriculum. Student assessment is lacking.

**School of Social Work**

**General Education**

- There are no general education programs to analyze.

**Undergraduate Program**

- **Civic Ethos**
  - The curriculum adheres to the Council of Social Work accreditation standards, which provides guidance on values, ethics, and leadership in the profession.
  - Students learn to identify as professional social workers and to conduct themselves accordingly.
  - Students learn to apply social work ethical principles to guide their practice.
  - Students are engaged with diverse individuals in practice.
  - Because values and ethics are required accreditation components of the MSW curriculum, they are incorporated into class objectives.
- Civic Literacy
  o Students apply critical thinking to make decisions and communicate professional judgment.
  o Students learn to advance human rights and social and economic justice.
  o Students learn to apply knowledge of human behavior and the social environment.
  o Students engage in policy practice to advance social and economic well-being.
  o Human Diversity (SWK 219) is offered.
  o Social Justice (SWK 308) provides students educational and experiential classroom activities to promote awareness of at-risk populations and the best practices to overcome economic and social discrimination.
  o Theory, research, and practice courses stress diversity issues (i.e. health disparities among minorities, culturally appropriate counseling skills, etc.).

- Civic Inquiry
  o Students are required to complete service-learning and a field education program (see below).

- Civic Action
  o BSW students are required to participate in 40 hours of service-learning activities in a community agency.
  o BSW students complete a field education program that allows them to practice what they’ve learned in the classroom in a community-based agency setting.
  o Students engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities.
  o The School developed a RESOURCES website with information for students and others on the following: cultural diversity, social and economic justice, clinical social work linkages, leadership and ethics, and family health practice.
  o The School has two student organizations that sponsor activities throughout the year to raise funds for at-risk populations and student scholarships.

Graduate Program

- Civic Ethos
  o The 2008 report does not list data that pertain to this area.

- Civic Literacy
  o The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  o The 2008 report does not list data that pertain to this area.

- Civic Action
  o The 2008 report does not list data that pertain to this area.

Observations

The School of Social Work addressed elements of civic ethos, literacy, inquiry, and action in its undergraduate program. There was not sufficient information given to assess the civic nature of the School’s graduate program. Student assessment is lacking.

Sports Medicine and Athletic Training
General Education

- There are no general education courses to analyze.

Undergraduate Program

- Civic Ethos
  - The department does not offer specific courses in diversity, but incorporates the concept into each class.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students complete clinicals.
- Civic Action
  - The student organization provided first aid to the MSU hockey club, participated in Relay for Life, Adopt-a-Street, and volunteered at Ronald McDonald.
  - Students provide services through clinical experiences (i.e. athletic training services to local high schools, etc.); students are exposed to diverse populations (age, gender, socioeconomic status, and ethnicity) during clinical experiences.

Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Observations

The Sports Medicine and Athletic Training program provides good examples of civic inquiry and action, but fails to provide strong evidence of civic ethos and literacy. Student assessment is lacking.
College of Humanities and Public Affairs

Overview

Mission, Leadership, and Advocacy

- The 2008 report does not list data that pertain to this area.

General Education (SEE INDIVIDUAL PROGRAMS BELOW)

Majors (SEE INDIVIDUAL HEADINGS BELOW)

Student and Campus Life

- All CHPA units write a newsletter to alumni updating them on current happenings.
- MPA formed a new Advisory Board (consisting partly of alumni) to help with curricular revisions and promote an Emergency Management option.

Community-Based Experiences

- DSS hosted the William Van Cleave Lecture Series; it was open to faculty, students, and alumni in the Washington, D.C. area.
- The Dean and/or Acting Dean attended alumni events in Kansas City, St. Louis, Portland, Oregon, and Washington, D.C.
- Elizabeth Sobel (ANT) worked with the George Washington Carver Birthplace Association, the National Park Service, and the Missouri Humanities Council to plan and host the Inaugural George Washington Carver Symposium at MSU.
- Suzanne Walker-Pacheco (ANT) was a leader in organizing a reading and literacy program for Latino immigrant children and has drawn in student volunteers.
- Margaret Buckner (ANT) has taken students to Mexico during spring break to visit communities and families of Mexican immigrants living in Springfield; in many cases, students have followed up by tutoring children of these families.
- The Gender Studies program co-sponsored the Woman of Distinction Award with the Ozarks Alliance of Professional Organizations.
- David Johnson (PLS-MPA) prepared a social vulnerability map for Springfield/Greene County Emergency Management.
- Jim Kaatz (PLS-MPA) facilitated a two day retreat for the Missouri City Clerks and Finance Officers.
- History Bowl and History Day provided collaboration with school districts throughout SW Missouri.
- The Southwest Missouri Regional Archaeology Challenge involved working with teachers on a yearly theme and organizing regional competitions for grades 4-12.
- The Philosophy Essay Contest provided students from SW Missouri the opportunity to compete for a scholarship.
- Numerous faculty and university administrators served on community-based boards or committees (The Victim Center, The Family Violence Center, Wilson’s Creek National Battlefield Foundation, and many more).
- CHPA faculty made presentations for community-based organizations, churches, and businesses.
- CHPA faculty expertise was shared in radio, television and newspaper pieces.
The CSSPPR and the Center for Archaeological Research performed contract research studies for community and government agencies.

CHPA partnered with Ozarks Food Harvest for a holiday food drive.

James Kaatz (PLS) organized the annual conference of the Missouri City Clerks Association and served as its Director.

The Missouri Archaeological Society provided state-wide coordination of archaeological field work and instructional guides and publications of Missouri archeological sites.

Several members of the History Department organized the Thirtieth Mid-America conference on History.

**Reward Structures**

- The 2008 report does not list data that pertain to this area.

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**Defense & Strategic Studies**

**General Education**

- There are no general education courses to analyze.

**Undergraduate Program**

- There is no undergraduate program to analyze.

**Graduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - The 2008 report does not list data that pertain to this area.

**Observations**

There was no data in the report regarding the Defense and Strategic Studies graduate program. Student assessment is lacking.
**Economics**

**General Education**

- **Civic Ethos**
  - ECO 155 teaches students the difference between positive analysis (i.e. objective) and normative analysis (i.e. one based on value judgments or ethics).
  - ECO 155 does not directly address ethical leadership, but the course does address elements of ethical decision-making within the economic context.

- **Civic Literacy**
  - ECO 155 provides students with a general familiarity of the economic system of the U.S., how the U.S. economic system differs from other countries, and the impact of globalization.
  - ECO 155 gives students an awareness of the most pressing contemporary economic issues.

- **Civic Inquiry**
  - ECO 155 allows students the opportunity to analyze the most pressing contemporary economic issues and to recognize the difference between conclusions based on a positive analysis or a normative analysis.

- **Civic Action**
  - ECO 155 educates students to act as informed voters.
  - The telecourse version of ECO 155 is probably the single item that reaches the largest number of people in the community (cable channel 24, KOZK, Ozarks Public Television).

**Undergraduate Program**

- **Civic Ethos**
  - The program does not directly address ethical leadership, but several courses do address elements of ethical decision-making within the economic context.

- **Civic Literacy**
  - Students are taught a general familiarity of the U.S. economic system (ECO 155, 305, 318, 385, 500, and 515).
  - Students are taught how the U.S. economic system differs from that of other countries (ECO 155, 165, 346, 456, 565).
  - Students are taught an awareness of the most pressing contemporary economic issues (ECO 155, 165, 305, 310, 365, 385, 504, 515, 540, and 565).
  - Students are taught globalization (ECO 155, 346, 456, 540, and 565).
  - ECO 345 (Asian Economies) was added to the curriculum, teaching students about globalization and Asian Studies.
  - ECO 200 (Consumer Economics) was updated to help students become better managers of their personal finances.

- **Civic Inquiry**
  - ECO 155 (general education class) allows students the opportunity to analyze the most pressing contemporary economic issues and to recognize the difference between conclusions based on a positive analysis or a normative analysis.

- **Civic Action**
  - The telecourse version of ECO 155 is probably the single item that reaches the largest number of people in the community (cable channel 24, KOZK, Ozarks Public Television).
ECO 318 provides elementary and middle school teachers with the knowledge they need to teach basic economic concepts.

Faculty members give interviews to local media (print, radio, TV, and contribute articles to publications such as the Springfield News Leader and the Springfield Business Journal).

**Graduate Program**

- There are no graduate programs to analyze.

**Observations**

The Economics Department did a great job providing evidence of civic literacy, especially in terms of teaching students about issues in the U.S. and abroad. However, the report failed to mention strong examples of civic ethos and only mentioned one example of civic inquiry. The report shows evidence of civic action, but most examples were targeted at the courses or faculty—not the students. **Student assessment is lacking.**

**History**

**General Education**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - HST 121 and 122 expose students to broad themes and unique events which give them a richer understanding of American history.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

**Undergraduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - HST 121 and 122 expose students to broad themes and unique events which give them a richer understanding of American history.
  - All BA students take two world history courses (HST 103 and 104) to gain exposure to the ideas, beliefs, movements, and events that have shaped the modern world and define contemporary culture.
  - All students are required to take one-third of their upper division history coursework in US, Western, and non-Western history.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
• Civic Action
  o BSE majors serve their communities by providing basic skills, knowledge, and a forum for defining community and individual values.

Graduate Program

• Civic Ethos
  o The 2008 report does not list data that pertain to this area.
• Civic Literacy
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry
  o The 2008 report does not list data that pertain to this area.
• Civic Action
  o Most students are in the process of becoming teachers, so the department enhances their ability to teach U.S. history to young American citizens.

Observations

The History Department provided solid examples of civic literacy. The Department failed to mention examples of civic ethos and inquiry. The report mentions the BSE students as being civically engaged, but it does not provide strong evidence of this claim. There is not enough information on the graduate program to adequately address its impact on civic ethos, literacy, inquiry, and action. More student assessment is needed.

Philosophy

General Education

• Civic Ethos
  o Ethics courses (i.e. PHI 115) examine intellectual and normative standards for appraising and resolving contemporary social issues via the application of ethical principles and ideals.
• Civic Literacy
  o All courses in philosophy broaden the cultural competence of students by exposing them to culturally significant ideas and ideals (current and historical), which influence the contemporary understanding of the human condition and our prospects for social relations, collaborative enterprises and community life; PHI 110 is one of these courses.
  o All philosophy courses encourage critical thinking.
  o Ethics courses (PHI 115) examine intellectual and normative standards for appraising and resolving contemporary social issues via the application of ethical principles and ideals.
• Civic Inquiry
  o The 2008 report does not list data that pertain to this area.
• Civic Action
  o Ethical and social theory classes (PHI 115) encourage cooperative community involvement.
Undergraduate Program

- Civic Ethos
  - Courses in normative, ethical, and social theory (PHI 340, 341, 345) examine critical standards for assessing moral judgments, theories, practices and institutions.
  - Ethics courses (PHI 115, 302, 343, 513) examine intellectual and normative standards for appraising and resolving contemporary social issues via the application of ethical principles and ideals.
  - The department added a new minor in “Ethics and Social Policy,” which focuses on ethical leadership in the public sphere.

- Civic Literacy
  - All courses in philosophy broaden the cultural competence of students by exposing them to culturally significant ideas and ideals (current and historical), which influence the contemporary understanding of the human condition and our prospects for social relations, collaborative enterprises and community life (PHI 110, 306, 310, 312, 300, 314, 315, 318, 319, 320, 335).
  - All philosophy courses encourage critical thinking.
  - Many courses focus on examination of critical standards for assessing culturally diverse ideals, theories, explanations, and the practices, policies, and institutions that reflect them.
  - Logic courses (PHI 305, 105) teach students information and formal standards for objective critical assessment and modes of reasoning and interference.
  - PHI 325 examines critical objective standards for assessing empirical claims and competing forms of theoretical explanation.
  - Ethics courses (PHI 115, 302, 343, 513) examine intellectual and normative standards for appraising and resolving contemporary social issues via the application of ethical principles and ideals.
  - In 2009, the department introduced a new course (PHI 397) in global ethics addressing the three pillars of the public affairs mission.
  - The department considered new courses in “society and technology” and “philosophy and public affairs.”
  - The department added a new minor in “Ethics and Social Policy,” which focuses on ethical leadership in the public sphere.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - PHI 300, 314, 315, 319, and 320 encourage student engagement in community affairs which are benefitted by student’s improved cultural competence.
  - Ethical and social theory classes encourage cooperative community involvement.

Graduate Program

- There are no graduate programs to analyze.

Observations

The Philosophy Department provided great examples of civic ethos and literacy; many of their courses overlap in these two areas (i.e. several courses focus on critical thinking in regard to
ethics and leadership in global issues). The report fails to mention any specific examples about civic inquiry. In terms of civic action, the department refers to the fact that their focus on cultural competence encourages community engagement; however, no examples of engagement were documented. Student assessment is lacking.

**Political Science**

**General Education**

- **Civic Ethos**
  - PLS 101 discusses ethical leadership.
- **Civic Literacy**
  - PLS 101 increases student awareness of the public dimension of life, produces broad literacy in the primary public issues, and nurtures discussion regarding these issues.
  - PLS 101 course content includes information regarding behavioral learning (voting and other methods of political participation) and affective learning (attitudinal development, such as civil rights, civil liberties, foreign affairs).
- **Civic Inquiry**
  - The 2008 report does not list data that pertain to this area.
- **Civic Action**
  - PLS 101 includes elements of civic engagement (i.e. voting and political participation).

**Undergraduate Program**

- **Civic Ethos**
  - Theories of leadership are discussed in many courses (PLS 413, 414, 419, 475).
  - Issues of ethics are discussed in many courses (PLS 451, 515, 551, 561, 563, and 565).
- **Civic Literacy**
  - Several courses which discuss diversity and global awareness are offered (i.e. PLS 341: Anglo-American Political Systems, PLS 343: Post-Soviet Politics, PLS 545: Asian Politics, PLS 548: Latin American Politics, PLS 550: Modern African Politics).
  - PLS 319 (Women in Politics) and PLS 517 (Civil Rights and Liberties) expose students to issues regarding gender and race.
  - Many classes prepare students for a growing global society (i.e. PLS 338: Politics of Less Developed Countries, PLS 535: American Foreign Policy, PLS 546: Violence and Terrorism, PLS 547: Politics of the European Union).
- **Civic Inquiry**
  - Service-learning options are available (see below).
  - Students competed in regional and national UN-Model competitions (see below).
  - Students participated in field trips and study away programs to gain hands-on experience (see below).
- **Civic Action**
  - Service-learning was attached to three PLS courses; the department planned to expand this option to other courses.
During the fall 2008 semester, the department organized and implemented the Mid-America Model UN (the largest Model-UN for high school students in the state), which attracted more than 20 high schools from Missouri and surrounding states.

The department sent many students to the national and regional Model-UN competition.

Ken Rutherford took a group of students to Ft. Leonard Wood for first-hand experience with the international problem of landmines.

In the spring of 2008, Dr. James Kaatz led a study away trip to Amsterdam.

In 2008, under the leadership of Dr. Dennis Hickey, the department hosted the Chinese Political Studies Conference.

In the fall of 2008, Dr. Indira Palacios hosted a panel discussion of Latin American politics.

During the fall of 2008, the department co-sponsored a public lecture by Gillian Sorenson, Assistant to the UN Secretary General.

Graduate Program

- Civic Ethos
  - Leadership is a core component of the Public Management track in the MPA program.
  - Ethical issues are discussed in PLS 551, 652, 656.

- Civic Literacy
  - Ethnic, racial, and cultural diversity and global awareness are discussed in PLS 545 (Asian Politics), PLS 550 (African Politics), PLS 548 (Latin American Politics), and PLS 605 (Comparative Politics).
  - International issues and globalization are addressed in PLS 535 (American Foreign Policy), PLS 546 (Violence and Terrorism), PLS 547 (The European Union), PLS 613 (Seminar in Foreign Policy), PLS 621 (International Political Economy), and PLS 632 (International Relations).

- Civic Inquiry
  - Students complete internships and practica (see below).

- Civic Action
  - Internships are required of all MPA students and a practicum has been added for MIAA students.

Observations

The Political Science Department provided good examples of civic ethos and literacy in their general education, undergraduate, and graduate courses; specifically, the department addressed how students learn about issues in ethics, leadership, and politics, not only in the U.S., but also abroad. The department listed several examples of civic inquiry and action from 2008-2009; current examples and specific service-learning activities should be addressed. Student assessment is lacking.
**Religious Studies**

**General Education**

- Civic Ethos
  - All General Education courses deal with ethics, especially REL 100, which has a unit on religious ethics.

- Civic Literacy
  - All General Education courses teach students about American culture and others.

- Civic Inquiry
  - Some sections of REL 100 and REL 131 include site visits or volunteerism.

- Civic Action
  - Some sections of REL 100 and REL 131 include site visits or volunteerism.

**Undergraduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  - In 2008, the REL 530 class required students to complete research in the community.
  - In 2008, CHPA and the Office of the Provost sent students in REL 370 out into the field to do research that was archived in Meyer Library and published on a website about the Religious Lives of Ozarks Women.
  - In 2008, Sean Casey, national advisor to Barack Obama on religious issues, gave a public lecture on campus and spoke in REL 530.

- Civic Action
  - The Religious Studies Club and Theta Alpha Kappa were active in 2008; they organized a trip to the Midwest America Academy of Religion in Chicago.
  - In 2008, CHPA and the Office of the Provost sent students in REL 370 out into the field to do research that was archived in Meyer Library and published on a website about the Religious Lives of Ozarks Women.
  - In 2008, the REL 530 class required students to complete research in the community.
  - In 2008, Sean Casey, national advisor to Barack Obama on religious issues, gave a public lecture on campus and spoke in REL 530.

**Graduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  - In 2008, REL 671 required students to complete research in the community.

- Civic Action
  - In 2008, REL 671 required students to complete research in the community.
Observations

Outside of general education classes, the Religious Studies department only listed examples of civic action/inquiry (those areas overlapped); updated examples are needed. The general education section said that "some of the REL 100 and REL 131 sections included volunteerism—why do only some of them incorporate community engagement? Evidence of civic ethos and literacy were not present in undergraduate or graduate programs. Student assessment is lacking.

Sociology, Anthropology, Criminology

General Education

- Civic Ethos
  - ANT 100 and 125 look at ethical leadership in ancient and non-human societies (ANT 125) and in various cultures in the world (ANT 100).
  - ANT 125 discusses the ethics involved in conducting archeological research.

- Civic Literacy
  - SOC 150 addresses topics concerning social structural arrangements and social relationships, asking students to consider issues of ethics and diversity (i.e. race, ethnicity, social class, gender, deviance, and global society).
  - ANT 100 examines cultural competence by analyzing cultural diversity and stressing cross-cultural understanding.
  - ANT 100 and 125 focus on diversity around the world, in human biology, and over time and space.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - Several SOC 150 instructors offer extra credit opportunities for students who are engaged in social service organizations and movements.

Undergraduate Program

- Civic Ethos
  - SOC 301, 302, and 498 students learn about social research ethics and IRB approval of projects.
  - The nature of sociology courses (social structural arrangements and social relationships) encourages students to consider ethical issues.
  - Sociology courses provide an appreciation of cultural diversity (i.e. issues involving gender, race, deviance movements, etc.).
  - ANT instruction, field settings, and campus programs emphasize ethical leadership.
  - CRM 491 and 498 cover ethical issues in criminology and criminal justice.

- Civic Literacy
  - The ANT program offers instruction and programming which increase cultural competence and awareness of the diversity implicit in pluralistic society and the international community.
- **Civic Inquiry**
  - CRM 415, 410, and 480 focus on various issues involving diversity.
  - In SOC 301, 302, and 498, students conduct original research and data analysis.
  - ANT students participate in traditional and field settings for instruction and attend various campus programs to learn material.
  - In 2008, the CRM program hosted a presentation by Mark James, Director of Public Safety for the State of Missouri, on the domestic terrorist threat.
  - Students can participate in service-learning and internships.
- **Civic Action**
  - In 2008, SOC 420 included a service-learning component.
  - ANT students are given opportunities to participate in community engagement via service-learning (ANT 309), help raise funds for public causes, and assist community agencies through research and service.
  - In 2008, eight students completed service-learning in ANT 280 and 380.
  - In 2008-2009, several CRM students participated in service-learning or internships.
  - In 2008, the Criminal Justice Society conducted a fundraiser for Food Harvest of the Ozarks.
  - In 2009, Alpha Phi Sigma conducted a fundraiser for the Family Violence Center.
  - In 2008, the CRM program hosted a presentation by Mark James, Director of Public Safety for the State of Missouri, on the domestic terrorist threat.
  - In 2008, CRM 397 students held a crime prevention fair for Strafford Elementary School.

**Graduate Program**

- **Civic Ethos**
  - ANT program places strong emphasis on ethical leadership.
  - CRM program trains students to be ethical leaders in criminal justice related agencies.
  - In the CRM program, the required research methods course, theory course, along with policy analysis and corrections courses have significant components dealing with ethics.
- **Civic Literacy**
  - ANT course content focuses on the preservation of cultures and understanding of diversity.
  - The CRM program focuses on program evaluation, application of theory, methods, and substantive information to deal with community-level crime control initiatives.
  - CRM 610, 620, 625, and 670 deal with issues of diversity.
- **Civic Inquiry**
  - Students participate in internships and/or work with community agencies (see below).
- **Civic Action**
  - ANT students are required to participate in an internship with an appropriate agency in order to train for work in a cultural resource management/public archaeology agency.
  - Research activities engaged in by the CRM graduate faculty create partnerships with community agencies.

**Observations**

For the most part the Department of Sociology, Anthropology, and Criminology provides examples of civic ethos, literacy, inquiry, and action. However, some of the examples were very broad and more specific evidence is needed. For instance, the criminology program indicates
that some courses focus on diversity, but there are no examples of which elements of diversity are covered. In addition, criminology and anthropology discuss an emphasis on ethics, but how this is achieved is not mentioned. **Student assessment is lacking.**
College of Natural and Applied Science

Overview

Mission, Leadership, and Advocacy

- The 2008 report does not list data that pertain to this area.

General Education (SEE INDIVIDUAL PROGRAMS BELOW)

Majors (SEE INDIVIDUAL HEADINGS BELOW)

Student and Campus Life

- The department hosted several events on campus (i.e. Pummill Relays, Missouri Elementary Math Contest, FFA contest, Missouri Innovation Academy, and much more).

Community-Based Experiences

- Six departments participated in study away experiences in 2008.
- MTH, BIO, CHM, CS, HRA, AG and GGP participated in service-learning.

Reward Structures

- The 2008 report does not list data that pertain to this area.

Agriculture

General Education

- Civic Ethos
  - AGR 100 illustrates ethical leadership concepts.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - AGR 100 hosts guest speakers who discuss cultural awareness and public engagement.
  - AGR 320 utilizes writing assignments that reflect cultural differences, ethical leadership, and examples of involving oneself in public issues.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Undergraduate Program

- Civic Ethos
  - The department has faculty and professional staff from Kenya, Nigeria, Nepal, China, Hungary, Poland, Pakistan, Germany and every region of the U.S.
  - Approximately 20 students each year take AGR 118 Freshman Leadership, which focuses on ethical leadership and cultural awareness.
• Civic Literacy
  o Faculty and staff have knowledge in the basic sciences, production, agricultural business, and government agencies.
  o The Senior Seminar class addresses critical issues in agriculture and the three pillars of the Public Affairs Mission.
  o The AGR Food Secure class addresses food security in America and the World, including a historical perspective.

• Civic Inquiry
  o The objectives of the Senior Seminar class are achieved by hosting six guest speakers, via reaction papers, discussions, and an evaluation at the end of the course.
  o The objectives of the Freshman Leadership class are achieved through presentations given by six guest speakers, reaction papers, and development of a personal written philosophy.
  o Several courses host guest speakers, who cover topics related to the Public Affairs Mission.
  o Students participate in study away and field trips, internships, and service-learning.

• Civic Action
  o About half of the students participate in internships.
  o AGR 399 class provided an opportunity for international study of agriculture in Belize.
  o Agriculture Industry class visits two dozen agricultural firms in St. Louis and Kansas City. Each firm’s leading management personnel address critical issues before the company, in the public sector.
  o AGH 333 (Landscape Design) and AGR 399 (Therapeutic Riding) have service-learning components.
  o There are twelve organizations for students to become involved in.
  o Many club members host or attend national events, public meetings (i.e. Ag Form with 200 attendees), and high school students (i.e. Greenhand Conference and FFA Contests).
  o Students care for the booths at the National and State FFA and more.
  o Students compete with each other in national competitions in equitation, rodeo, horticulture, soils, livestock shows, etc.
  o Students provide help by conducting learning exercises through Therapeutic Riding of the Ozarks.
  o Students execute workshops in agricultural literacy for elementary students and become pen pals with kindergarten students from other cultures.

Graduate Program

• There are no graduate programs to analyze.

Observations

The Agriculture Department (now the Darr School of Agriculture) provided examples of civic ethos, literacy, inquiry, and action. Some of the examples were vague; for instance, the AGR 100 general education class claims to address cultural awareness and public engagement issues via guest speakers and ethical leadership via course content, but no specific evidence was provided. Student assessment is lacking.
Biology

General Education

- Civic Ethos
  - Courses include a discussion of ethics.
- Civic Literacy
  - Courses connect science with social/political issues.
  - BIO 102 course offers a global perspective and students must complete a major project on an environmental issue.
  - GEP 397 (Ocean Resources) demonstrates how science and policy interact.
- Civic Inquiry
  - Laboratories offer students the opportunity to work in groups and practice leadership skills through team projects and individual presentations.
  - BIO 102 requires students to complete a major project on an environmental issue.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Undergraduate Program

- Civic Ethos
  - Several courses cover cultural and ethical issues in biology (BIO 121, 122, 205, 210, 215, 235, 310, 320, 334, 339, 355, 369, 436, 485, 494, 511, 512, 515, 533, 562, 578, and 579).
  - The Biology website includes information about ethical concerns in biological research.
  - Students learn about and practice ethical research in BIO 499 and 597 and learn ethical practices during internships.
  - Student researchers take a human subjects training regarding ethics of human research.
  - BIO education students learn ethical practices.
- Civic Literacy
  - BIO courses emphasize a global perspective: BIO 215, 369, 485, 527, 539, and 579.
- Civic Inquiry
  - Laboratories offer students the opportunity to work in groups and practice leadership skills through team projects and individual presentations.
  - Several courses incorporate field trips or study away research opportunities into the curriculum.
  - Students participate in internships, student teaching, service-learning, research opportunities and a seminar series (see below).
- Civic Action
  - Students participate in internships which encourage community involvement, some of the partners include: Mercy and Cox hospitals, Dickerson Park Zoo, St. Louis Zoo, Wonders of Wildlife Zoo, Missouri Department of Conservation, U.S. Fish and Wildlife Service, U.S. Department of Agriculture, Environmental Protection Agency, National Park Service, and Springfield area public schools.
Students are involved in organizations including: Beta Beta Beta, Pre-Med Society, Pre-Vet Club, Wildlife Society, Sierra Club, Ozarks Biological Graduate Society, and Stream Team Students.

Students are leaders in BIO-related outreach events: Science Olympiad, Regional Science Fair, Expanding Your Horizons, etc.

BIO education students participate in student teaching.

Beta Beta Beta students provide free tutoring for students in biology courses.

Multiple courses are offered with a service-learning component.

Several biology-related organizations have service components: Sierra Club, Stream Team Students.

BIO 527 requires extended field trips to other cultures/ecosystems: Rocky Mountains, deserts of southwest U.S., Mexico, Belize, and Puerto Rico.

Students are often allowed to substitute study away courses for their major requirements.

Field courses include trips to areas outside of Springfield.

Students interested in marine biology take courses at the MSU-affiliated Gulf Coast Marine Laboratory in Mississippi.

Some students participate in NSF-funded research experiences for undergraduate programs where they conduct summer research at institutions in other parts of the country.

The biology seminar series hosts speakers from other parts of the country and sometimes includes international speakers.

As of 2008, and international study-away course to Belize was in development.

Graduate Program

- Civic Ethos
  - Several courses emphasize cultural and ethical issues in biology: BIO 511, 512, 515, 533, 542, 562, 578, 597, 628, 630, 636, 655, SCI 414, and SEC 691.
  - The biology webpage includes information about ethical concerns in research, Human Subjects Review, Missouri IACUC, etc.

- Civic Literacy
  - The following courses connect science to social/political issues: 508, 511, 512, 515, 517, 532, 540, 563, 573, 578, 579, and 685.
  - Some graduate projects are relevant to community issues (i.e. local conservation or education efforts).

- Civic Inquiry
  - Laboratories offer students the opportunity to work in groups and practice leadership skills through team projects and individual presentations.
  - Students participate in field trips, seminar series, and study-away courses (see below).

- Civic Action
  - Many graduate students make presentations at local, regional, national and international scientific conferences.
  - Many graduate students make presentations at the Graduate Interdisciplinary Forum.
  - Students are leaders in the Ozarks Biological Graduate Society.
  - Students are leaders in Biology-related outreach events including: Science Olympiad, Regional Science Fair, and Expanding Your Horizons.
  - Graduate students serve as Teaching Assistants.
BIO 527 requires extended field trips to other cultures/ecosystems, for example: the Rocky Mountains, deserts of the southwest U.S., Mexico, Belize, and Puerto Rico.

The Biology Seminar Series hosts speakers from other parts of the country and sometimes includes international speakers (i.e. a guest speaker from South Africa in cooperation with the National Park Service).

As of 2008, an international study-away course to Belize was in development.

Observations

The Biology Department provided examples of civic ethos, literacy, inquiry and action. However, some examples were very broad (i.e. courses are taught that address social and political issues, which fall under civic literacy); more specifics need to be listed. In addition, many of the same examples were given for the undergraduate and graduate programs; a better distinction between programs should be made. Student assessment is needed.

Chemistry

General Education

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - CHM 107 addresses public affairs issues (i.e. the greenhouse effect, global warming, chemistry related to the depletion of the ozone layer, current and alternative energy sources—nuclear and solar energy, chemistry of nutrition, acid rain and its effect on the environment, and pharmaceuticals/herbal remedies/street drugs).
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Undergraduate Program

- Civic Ethos
  - CHM 398 includes a discussion of ethics in science.
- Civic Literacy
  - See CHM 107 description above.
- Civic Inquiry
  - CHM 600 exposes students to a variety of professionals from industry and academia.
  - CHM 397 involves laboratory work in an industrial or governmental laboratory setting.
  - Students can participate in service-learning and research opportunities (see below).
- Civic Action
  - Chemistry students regularly volunteer at Science Fairs and Science Olympiads as judges and/or mentors.
  - Students are involved in student teaching.
  - Some courses offer service-learning.
Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.

- Civic Literacy
  - The Environmental Chemistry courses (CHM 615, 616, and 617) deal with public affairs topics such as: the chemistry of natural and polluted water systems, water treatment, pesticides, detergents and fertilizers in the environment, and soil and agricultural environmental chemistry.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - Chemistry students regularly volunteer at Science Fairs and at Science Olympiads as judges and/or mentors.
  - Students are involved in student teaching.
  - All students are encouraged to present their research at regional and national conferences in chemistry.

Observations

The Chemistry Department shares examples of civic ethos, literacy, inquiry, and action, but many examples were vague (i.e. the report mentions volunteering and community service but does not list specific examples). Student assessment is lacking.

Computer Science

General Education

- Civic Ethos
  - CSC 101 and 111 cover the ethical use of technology, including the understanding of and respect for intellectual property rights and responsible use of technical security items such as anti-virus and anti-spyware software.

- Civic Literacy
  - The 2008 report does not list data that pertain to this area.

- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.

- Civic Action
  - The 2008 report does not list data that pertain to this area.
Undergraduate Program

- Civic Ethos
  - CSC 130 covers computing for the public good.
  - CSC 335, 365, 460, 465, and 467 cover ethics and security.
  - CSC 482 focuses on ethics, including an awareness of intellectual property law; students write a paper and hold a presentation concerning ethics and technology.
- Civic Literacy
  - CSC 130, 450 and 460 consider software internationalization (global awareness).
  - CSC 482 gives students knowledge regarding intellectual property law.
- Civic Inquiry
  - Service-learning courses are encouraged.
- Civic Action
  - Service-learning courses are encouraged.

Graduate Program

- Civic Ethos
  - CSC 635 studies the ethical use of data mining.
  - Ethics are incorporated into course content where appropriate (CSC 635, 645, 665, 667, and 687).
- Civic Literacy
  - Global Awareness (software internationalization) is incorporated into course content where appropriate (CSC 635, 645, 665, 667, and 687).
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

Observations

The Computer Science Department report is fairly vague. Course content covers a wide array of ethical issues concerning the use of technology (civic ethos) and issues of software internationalization (civic literacy). However, evidence of civic inquiry and civic action through service-learning is only hinted at. Student assessment is lacking.

Fashion and Interior Design

General Education

- There are no general education courses to analyze.
Undergraduate Program

- Civic Ethos
  - All students are required to take courses that teach professional ethics and leadership; each major has a specific upper level class designated to ensure graduates understand their ethical responsibilities as leaders in the industry.

- Civic Literacy
  - Housing and Interior Design and Clothing, Textile, and Merchandising students are required to take HID 346, 344, 349 and CTM 225—history courses emphasizing cultural differences and similarities through historical references, additionally providing students an awareness of cultural mores, clothing, and buildings in areas throughout the world.
  - Housing and Interior Design majors are required to take HID 345 (Environmental Living), which educates students about individuals with disabilities and provides them with the skills to design for accessibility.
  - Housing and Interior Design majors are required to take HID 340 (Green Design) to ensure they can design energy efficient structures.
  - Clothing, Textile, and Merchandising majors are exposed to green design principles.

- Civic Inquiry
  - Some classes require students to gain hands-on experience in the community (see below).
  - Students can participate in optional study-away trips (see below).
  - All majors are required to complete internships or student teaching.

- Civic Action
  - Clothing, Textile, and Merchandising majors are required to take two product development classes in which they become involved with community businesses.
  - Merchandising students complete a fashion show production course; in the fall, students in the course produce Project Runway, which gets them involved with the community (i.e. students worked in a group home for troubled teens, where the girls were taught how to model and were kept the clothing they modeled).
  - There are optional study away tours to New York, Dallas, Paris, Italy, Greece and other countries, so students from all majors can experience first-hand, cultures different from their own.
  - All majors are required to complete internships or student teaching.
  - Housing and Interior Design majors are required to take HID 140 (Fundamentals of Design) in which they are assigned projects for organizations such as Habitat for Humanity or the Family Violence Center.
  - Housing and Interior Design majors take HID 441 (Senior Studio), in which they complete projects for businesses, individuals, and organizations within the community.
  - Housing and Interior Design majors have the option of taking HID 317 (Visual Merchandising) where students help local businesses set up displays and organize merchandise.
  - Family and Consumer Science Education majors are required to complete student teaching and work with elementary, junior and high schools and other organizations to help with events.
Graduate Program

- There are no graduate programs to analyze.

Observations

The Fashion and Interior Design Department did a fairly good job addressing civic ethos, literacy, inquiry, and action within their programs. Student assessment is lacking.

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**Geography, Geology, and Planning**

**General Education**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.

**Undergraduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students are required to complete a field experience (see below).
- Civic Action
  - All majors are required to take GRY 470 Field Experience; in the three years prior to 2008, this course was only offered internationally in Canada, Denmark, and Greece.

**Graduate Program**

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - The 2008 report does not list data that pertain to this area.
- Civic Action
  - The 2008 report does not list data that pertain to this area.
Observations

The Geography, Geology, and Planning Department report was too vague to address civic ethos, literacy, inquiry, and action. Student assessment is lacking.

Hospitality and Restaurant Administration

General Education

- There are no general education courses to analyze.

Undergraduate Program

- Civic Ethos
  - HRA 490 (Advanced Hospitality Leadership) was designed so students could discuss the necessity of ethical leadership in times of stability and of change, leading a diverse workforce, the skill sets needed to foster diversity within their organizations, how ethical leadership transforms into community engagement and leadership, etc. This course was designed to help students make appropriate choices when they are the leaders for their companies.

- Civic Literacy
  - Students assisted Carrie’s, a student-run restaurant, in going “green” with food preparation methods, service delivery, and product procurement (i.e. turning ovens on later, turning off water more quickly, implementing a comprehensive recycling program, replacing old appliances with energy-efficient ones, implementing thawing practices that no longer use hot water, discontinuing the use of non-biodegradable ‘to go’ containers, implementing the use of chemical alternatives for sanitation and cleaning practices, etc.

- Civic Inquiry
  - Through a required rotation at Carrie’s, students learn to “take the customer as he or she is” and recognize and accept differences.
  - Students are required to complete internships.

- Civic Action
  - In HRA 210, Hospitality Leadership, students are required to participate in one of nine community service activities, including: volunteering at the Ronald McDonald House, The Kitchen, and Habitat for Humanity.
  - HRA student organizations are actively involved in the community; 25% of students are in the honors organization which focuses primarily on community involvement and service.
  - Students are required to complete internships.

Graduate Program

- There are no graduate programs to analyze.
Observations

The Hospitality and Restaurant Administration Department did a good job providing examples of civic ethos, literacy, inquiry, and action. In addition, this department addressed assessment, reporting that students’ understanding and embracement of the Public Affairs Mission is assessed in a comprehensive way in HRA 490 (Advanced Hospitality Leadership). Also, the department mentioned a plan to design and distribute alumni questionnaires which would assess the program. It would be interesting to see how effective their assessment tools are and if they can provide insight on how to implement effective student assessment within other departments on campus.

Mathematics

General Education

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The 2008 report does not list data that pertain to this area.
- Civic Inquiry
  - Students have service-learning options (see below).
- Civic Action
  - Students can take MTH 300 (service learning); students who choose service-learning will be required to articulate how the experience contributes to the public affairs mission.

Undergraduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
- Civic Literacy
  - The History of Math course (MTH 575) contributes to the overall understanding of cultural diversity.
  - All students must take Senior Seminar, which has been expanded to include public affairs topics.
- Civic Inquiry
  - Students complete field experiences and student-teaching (see below).
- Civic Action
  - Students in education must complete field experiences (MTH 410) and student teaching (MTH 493, 494).

Graduate Program

- Civic Ethos
  - The 2008 report does not list data that pertain to this area.
• Civic Literacy  
  o The 2008 report does not list data that pertain to this area.
• Civic Inquiry  
  o The 2008 report does not list data that pertain to this area.
• Civic Action  
  o The M.S.Ed. program partners with students who are school teachers.

Observations

The report on the Mathematics Department was vague and did not provide strong evidence of civic ethos, literacy, inquiry, or action. The department says that classes enhance an overall understanding of cultural diversity and public affairs, but no specific examples are given. Student assessment is lacking.

Physics, Astronomy, and Materials Science

General Education

• Civic Ethos  
  o The 2008 report does not list data that pertain to this area.
• Civic Literacy  
  o The department introduces achievements in science via discussions on Nobel prizes and how they relate to our everyday life (i.e. CD players and cell phones).
  o The goal of classes is to show that scientists are societal leaders and their opinions and decisions often have great impact on the well-being of society.
  o Physics and astronomy courses teach how to model real-world problems including aspects such as: dimensionality, specifications, resource availability, logic, integrity, ethics, and mathematic rigor.
  o Physics and astronomy courses show that “big science” is expensive and must meet society’s goals to be financially supported. This requires consideration of the relationship between science/technology and society.
  o Physics and astronomy courses incorporate discussions about how countries have developed different technologies that benefit all parties in a trade bloc (i.e. the U.S. dominates the computer chip market, but Asia controls liquid crystal display technology).
  o The curriculum shows science and engineering begin locally, before becoming global; yet the world is a global community.
  o Courses focus on the “giants” of physics: Volta, Ohm, Planck, Fermi, Heisenberg, and Gauss.
• Civic Inquiry  
  o Physics courses, especially upper-division, show the universality of conservation laws in many diverse processes and situations and their usefulness in problem solving.
• Civic Action  
  o The 2008 report does not list data that pertain to this area.
Undergraduate Program

• Civic Ethos
  o The 2008 report does not list data that pertain to this area.

• Civic Literacy
  o The department introduces achievements in science via discussions on Nobel prizes and how they relate to everyday life (i.e. CD players and cell phones).
  o The goal of classes is to show that scientists are societal leaders and their opinions and decisions often have great impact on the well-being of society.
  o Physics and astronomy courses teach how to model real-world problems including aspects such as: dimensionality, specifications, resource availability, logic, integrity, ethics, and mathematic rigor.
  o Physics courses show consideration of the relationship between science/technology and society.
  o Physics and astronomy courses incorporate discussions about how countries have developed different technologies that benefit all parties in a trade bloc (i.e. the U.S. dominates the computer chip market, but Asia controls liquid crystal display technology).
  o The curriculum shows science and engineering begin locally, before becoming global; yet the world is a global community.
  o Upper-division courses include discussions of issues such as construction of biosensors, which aid in detecting and treating disease, and medication delivery systems employing carbon nanoparticles.
  o General education courses focus on the “giants” of physics: Volta, Ohm, Planck, Fermi, Heisenberg, and Gauss.
  o Courses place an emphasis on scientific contributions of women and racial and ethnic minorities.

• Civic Inquiry
  o The physics courses, especially upper-division, show the universality of various conservation laws in many diverse processes and situations and their power problem solving.

• Civic Action
  o The 2008 report does not list data that pertain to this area.

Graduate Program

• Civic Ethos
  o The 2008 report does not list data that pertain to this area.

• Civic Literacy
  o The graduate curriculum helps students gain the tools necessary to imagine Missouri’s future in relation to its material needs.

• Civic Inquiry
  o Students participate in teaching, research, and service.

• Civic Action
  o The 2008 report does not list data that pertain to this area.
Observations

The Physics, Astronomy, and Materials Science Department provided examples of civic literacy and inquiry, but failed to provide evidence of civic ethos or action. Many of the examples listed were very broad; for example, the same examples were listed for general education and undergraduate programs. Distinction between courses and more specific examples are needed. 

Student assessment is lacking.