**Foundational Content – Area One (FC1) – Arts and Humanities**

Description:

“Students will demonstrate knowledge of human cultures and cultural products—the arts and letters—and of how to study, compare, and critique diverse cultural perspectives and aesthetics. Students will also have the opportunity to produce their own cultural artifacts.”

Intended Learning Outcomes:

*Students will demonstrate:*

1. the ability to identify, analyze and evaluate works of art and literature, including poetry, prose, drama and varied forms of art .
2. an understanding of the relationship between a works of art or literature and their cultural context.
3. an understanding of the distinctive intellectual and aesthetic experience provided by varied forms of art and literature.

Course Guidelines:

1. Courses must help students achieve an informed appreciation the art or literature being studied and an understanding of its place in the broader context of the society that produced it.
2. Courses in this area may focus on a variety of genres, including literature, creative writing, art, art history, drama and music.

Application for Inclusion in the General Education Curriculum

Area: FC1 Arts and Humanities

Course: Contact Person:

Proposing Department:

Attach to this form the following:

1. Syllabus

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Typically these courses will reflect the arts and humanities (ART/HUM/PHIL/MUSC). Describe how the primary focus of this course speaks to that tradition and satisfies GERTA and if applicable common course numbering.

*Area specific details:*

FC1 requires students to demonstrate knowledge of human cultures and cultural products—the arts and letters—and how to study, compare, and critique diverse cultural perspectives and aesthetics. Students will also have the opportunity to produce their own cultural artifacts.

**These courses may also count for up to two outcome based skills. These courses will have to apply separately to certify for outcome based skills.**

**Foundational Content – Area Two (FC2) – Physical and Natural World**

Description:

“Students will demonstrate knowledge of the physical and natural world and how to produce and apply that knowledge in a variety of settings.”

Intended Learning Outcomes:

*Students will demonstrate:*

1. knowledge of scientific content and principles in a discipline or interdisciplinary field within the natural and physical sciences.
2. proficiency in the application of the scientific method.
3. ability to use scientific terminology and quantitative reasoning appropriately.
4. understanding of the process of science as an intellectual pursuit.

Course Guidelines:

1. Courses must focus on scientific content and principles in a disciplinary or interdisciplinary field within the natural and physical sciences.
2. This course must include a lab that includes projects and/or hands-on experiments.

Application for Inclusion in the General Education Curriculum

Area: FC2 Physical and Natural World

Course: Contact Person:

Proposing Department:

Attach to this form the following:

1. Syllabus.

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Typically these courses will reflect the natural sciences (SCI/GEOL/PHYS/CHEM/BIO). Describe how the primary focus of this course speaks to that tradition and satisfies GERTA and if applicable common course numbering.

*Area specific details:*

FC2 requires students to demonstrate knowledge of the physical and natural world and of how to produce and apply that knowledge in a variety of settings.

**These courses may also count for up to two outcome based skills. These courses will have to apply separately to certify for outcome based skills.**

**Foundational Content – Area Three (FC3) – Social Sciences and History**

Description:

“Students will demonstrate knowledge of common and diverse historical experiences and of how to apply historical synthesis to inform decisions and understanding of the contemporary world. Courses from the social sciences in particular should emphasize scientific analysis from the everyday world and should analyze data and problems as they relate to the contemporary world.” Courses from the social sciences in particular should emphasis analysis from the everyday world and should analyze data and problems as they relate to the contemporary world.

Students will complete two social science courses and one history course.

Intended Learning Outcomes for Social Science Courses:

*Students will demonstrate:*

1. an understanding of individual or social human behavior from the perspective of one or more social science discipline (Economics, Sociology, Geography, Political Science, Psychology).
2. knowledge of empirical methods for studying human behavior.
3. The ability to use theories and concepts of human behavior with appropriate empirical evidence to analyze contemporary social issues.

Course Guidelines for Social Science Courses:

1. Courses introduce students to the disciplined analysis of one or more of the following: human behavior, social relations, social institutions, economics.
2. Courses introduce students to prevailing theories of individual and social behavior and to methods for analyzing and interpreting qualitative or quantitative evidence.
3. Courses engage students in the systematic examination of social, geographic or economic issues.

Intended Learning Outcomes for History Courses:

*Students will demonstrate:*

1. an understanding of important texts, their historical significance and the societies that produced them.
2. an understanding of the distinctive perspectives of peoples from different locations and eras.
3. An ability to think and write analytically and critically about the traditions, events, and complexities of past peoples and cultures.
4. An ability to use their understanding of historical events to make informed decisions on contemporary issues.

Course Guidelines:

1. The focus of these courses is on historical perspective and they must relate their subjects to the broader historical contexts and cultures in which they occurred.
2. These courses will develop critical appreciation of other societies through the study and analysis of historical evidence and through presentation of critically argued synthesis.
3. Courses must cover a period of sufficient length, breadth, or comparative nature to reveal development of their subjects over time, typically a 50 to 100 year span.

Application for Inclusion in the General Education Curriculum

Area: FC3 Social Science and History

Course: Contact Person:

Proposing Department:

Attach to this form the following:

1. Syllabus.

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Typically these courses will reflect either the social sciences (SOC/PSY/HIST/POLS/GEOG/ECON/SWK) or history (HIST). Describe how the primary focus of this course speaks to that tradition and satisfies GERTA and if applicable common course numbering.

Area specific details:

FC3 requires students to demonstrate knowledge of common and diverse historical experiences and of how to apply historical synthesis to inform decisions and understanding of the contemporary world. Courses from the social sciences in particular should emphasis analysis from the everyday world and should analyze data and problems as they relate to the contemporary world.

**These courses may also count for up to two outcome based skills. These courses will have to apply separately to certify for outcome based skills.**

**Critical Capacities and Skills – (CCS 1) – Problem Solving**

Description:

“Students will demonstrate the ability to raise vital questions and problems, formulating them clearly and precisely.”

Intended Learning Outcomes:

*Students will demonstrate:*

1. the ability to state a problem/question.
2. the ability to determine solutions associated with the problem/question.
3. the ability to evaluate evidence associated with the solutions.
4. the ability to select and defend the best solution for the problem/question.

Course Guidelines:

1. The course must provide students with an assignment that requires use of problem solving to produce the product for the assignment.
2. The course must provide students with an assignment that requires students to create and implement strategies to solve a problem, with assessment of the assignment focusing on the problem solving process rather than on an end product.
3. Potential assessment tools to demonstrate evidence for individual thinking associated with the process/steps of the problem solving task include (these may not be an exhaustive list of options; these are options included as recommendations by AAC&U).
   1. individual student reflection for all steps of problem solving.
   2. steps in a problem-based learning assignment.
   3. record (audio or visual) of think-aloud protocol while problem solving.

Application for Inclusion in the General Education Curriculum

Area: CCS1 Problem Solving

Course: Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus ***common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student’s mastery of the learning outcomes.

*Area specific details*:

Problem solving requires that students will demonstrate the ability to raise vital questions and problems, formulating them clearly and precisely.

**Assessment Rubrics for CCS 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Problem Solving Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| *Problem Statement*: specify nature of problem and notice if problem changes | Clearly and succinctly identifies and defines factors associated with the problem/question and clearly state possible relationships associated with problem. | Able to identify multiple factors, good ability to define those factors and state relationships associated with problem/question. | Ability to identify one or two factors, difficulty defining the factors associated with problem/question and minimal ability to state the relationship of the factors. | Minimal ability to identify, define and state relations for one or two factors associated with problem/question. |
| *Determination of Alternative Problem Solutions*: propose and test multiple solutions for the specified problem | Two or more solutions proposed and all solutions are relevant for the problem context. | Two or more solutions proposed and solutions proposed are not all consistent with problem context. | Single solution proposed and solution fits problem context. | Single solution proposed; quality of solution difficult to assess for one or more of the following reasons: vague statement, statement indirectly relates to context for problem, statement does not include factors identified for the problem |
| *Factors associated with* ***Evaluation of Evidence*** *for proposed solutions and* ***Selection of Problem Solution***  1. Problem history  2. Sources analyzed using logic/reason  3. Develops alternative solutions to problem  4. Evaluates feasibility of each solution | | | | |
| ***Evaluation of Evidence*** *for Problem Solution Alternatives*: evaluation and selection | Evaluation of evidence and possible solutions demonstrates deep understanding and insight among factors associated with solutions. | Evaluation of evidence and possible solutions thorough and minimal insight among factors associated with solutions. | Evaluation of evidence and possible solutions brief and limited insight among factors associated with solutions. | Evaluation of evidence for proposed solutions is superficial and demonstrates no insight among factors associated with solutions. |
| ***Selection of Problem Solution***: Defense of Proposed Solution | Defense of selected problem solution effectively integrates use of interactions between two or more of the factor areas | Defense of selected problem solution demonstrates some consistent use of at least two of the factor areas | Defense of chosen solution does not demonstrate ability to consistently use include two of the factor areas | Defense of chosen solution limited to one of the factor areas |

**Critical Capacities and Skills – (CCS 2) – Information Literacy**

Description:

“Students will demonstrate the ability to locate, evaluate, select and assess relevant information, use abstract ideas to interpret information effectively, and come to well-reasoned conclusions and solutions.”

Intended Learning Outcomes:

*Students will demonstrate:*

1. the ability to determine the nature and extent of information needed.
2. the ability to access needed information effectively and efficiently.
3. the capacity to evaluate information and its sources critically.
4. individually, or as a member of a group, the ability to use information effectively in order to accomplish a planned objective.
5. the ethical and legal use of information.

Course Guidelines:

1. The course~~s~~ will require students to complete an assignment for which they will need to find, access, evaluate, and use information.
2. The course~~s~~ will require students to use appropriate information sources effectively and ethically to resolve an information need presented by an assignment required for course completion.

Application for Inclusion in the General Education Curriculum

Area: CCS2 Information Literacy

Course: Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus ***common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student’s mastery of the learning outcomes.

*Area specific details*:

CCS 2 requires students to demonstrate the ability to locate, evaluate, select and assess relevant information, use abstract ideas to interpret information effectively, and come to well-reasoned conclusions and solutions.

**Assessment Rubrics for CCS 2:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Information Literacy Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| Determine the nature and extent of information needed | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Information sources selected directly relate to concepts or answer research questions. | Defines the scope of the research question or thesis completely. Can determine key concepts. Information sources selected relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or two narrow, etc.). Can determine key concepts. Information sources selected partially relate to concepts or answer research question. | Has difficulty defining the scope of the research question or thesis. Has difficulty defining key concepts. Information sources selected do not relate to concepts or answer research question. |
| Access Information | Locates reliable, discipline-specific information from a variety of sources. | Locates quality information on a topic from a variety of sources. | Locates needed information on a topic from a variety of sources. | Minimally successful at locating needed information. |
| Evaluate information and its sources critically | Selects high-quality sources that help answer a precisely-defined research question. Pays attention to such quality indicators as document type, publication source, author, and date of publication. | Selects sources based on relevance rather than ease of procurement. | Demonstrates a beginning awareness of the importance of relevance when selecting sources but selects sources based on ease of procurement**.** | Selects information sources without attention to matters of quality or relevance. |
| Use information effectively to accomplish a planned objective | Communicates, organizes, and synthesizes information from sources to fully achieve a planned objective, with clarity and depth. | Communicates, organizes, and synthesizes information from sources. Achieves planned objective. | Communicates and organizes information from sources. The information is not yet synthesized, so the planned objective is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, incorrectly paraphrased, etc.), so the planned objective is not achieved. |
| Use information ethically and legally | Consistently and correctly gives other people credit for their ideas, words, and images, while effectively incorporating them into a cohesive text. | Consistently and correctly gives other people credit for their ideas, words, and images. | Usually gives other people credit for their ideas, words, and images. | Uses the ideas, words, or images of other people without acknowledgment. |

**Minot State University**

**Critical Capacities and Skills – (CCS 3) – Critical Reading**

Description:

“Students demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.”

Intended Learning Outcomes:

1. Critical Reading

*Students will demonstrate:*

1. the ability to recognize possible implications of a text beyond the author’s overt message.
2. the capacity to evaluate a text according to its scholarly contributions and consequences.
3. the ability to engage in reading as part of a continuing dialogue within and beyond a discipline or community of readers.
4. the capacity to discuss texts, verbally and in written form, with an independent intellectual perspective.

Course Guidelines:

1. The course~~s~~ will require students to complete one or more assignments that require them to read texts relevant to course content and to critically analyze and discuss those texts orally and in writing.

Application for Inclusion in the General Education Curriculum

Area: CCS3 Critical Reading

Course: Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus ***common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student’s mastery of the learning outcomes.

*Area specific details*:

CCS 3 requires students to demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.

**Assessment Rubrics for CCS 3:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Critical Reading Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| Contextualization | Evaluates texts according to their scholarly contributions and consequences | Uses texts to develop a foundation of disciplinary knowledge and to raise and explore important questions. | Reads with the intention of building disciplinary knowledge. | Approaches texts in the contexts of assignments with the intention of finding right answers and learning facts and concepts to display for credit. |
| Interpretation | Engages in reading as part of a continuing dialogue within and beyond a discipline or community of readers. | Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one’s discipline(s) or in a given community of readers. | Reads purposefully, choosing among interpretive strategies depending on the purpose of the reading. | Can identify interpretive strategies, relying on the instructor for clarification of the task. |
| Academic discourse | Discusses texts, verbally and in written form, with an independent intellectual perspective. | Elaborates on texts so as to deepen or enhance a discussion. | Discusses texts in structured conversations in ways that contribute to a basic, shared understanding of the text. | Comments about texts in ways that preserve the author’s meanings and link them to an assignment. |

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**Critical Capacities and Skills – (CCS 4) – Quantitative Literacy**

Description:

“Students demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.”

Intended Learning Outcomes:

Quantitative Literacy

*Students will demonstrate:*

1. the ability to analyze and interpret quantitative information.
2. the capacity to critically analyze the limitations and bias of quantitative information.

Course Guidelines:

1. The course~~s~~ will require students to complete and assignment that requires them to critically analyze quantitative information and identify any limitations and bias of that information.

Application for Inclusion in the General Education Curriculum

Area: CCS4 Quantitative Literacy

Course: Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus ***common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student’s mastery of the learning outcomes.

*Area specific details*:

CCS 4 requires students to demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quantitative Literacy Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| Interpretation | Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.* | Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.* | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units*. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.* | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means*. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.* |
| Application/  Analysis | Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. | Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. |

**Critical Capacities and Skills – (CCS 5) – Oral/Written Communication**

Description:

“Students will learn to communicate effectively with others when figuring out solutions to complex problems.”

Intended learning outcomes:

1. Oral and Written Communication

*Students will demonstrate:*

1. competent content development and organization.
2. the appropriate use of sources and evidence.
3. the use of syntax, grammar, and delivery appropriate for discipline and audience.

Course Guidelines:

1. The course must provide students with an assignment that requires them to demonstrate effective communication skills in written or oral formats.

Application for Inclusion in MSU Centennial Curriculum

Area: CCS5 Oral/Written Communication

Course: Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus ***common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student’s mastery of the learning outcomes.

*Area specific details*:

CCS 5 requires students to demonstrate the ability to communicate effectively with others when figuring out solutions to complex problems.

**Assessment Rubrics for CCS 5:**

| **Oral/Written Communication Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| --- | --- | --- | --- | --- |
| **Targeting** | Demonstrates a thorough understanding of the audience and the purpose of the writing/presentation. | Demonstrates adequate understanding of the audience and purpose of the writing/presentation. | Demonstrates awareness of audience and purpose. | Demonstrates minimal attention to audience and purpose. |
| **Content Development and Organization** | Develops appropriate, relevant, and compelling content that is organized and developed in a logical sequence. | Develops appropriate and relevant content that is organized and developed in a logical sequence. | Develops appropriate content that is somewhat organized and developed. | Develops appropriate content to develop only very simple ideas and is poorly organized. |
| **Sources and Evidence** | Demonstrates skillful use of high quality, credible, relevant sources. | Demonstrates consistent use of credible and relevant sources. | Demonstrates an attempt to use credible and relevant sources. | Demonstrates an attempt to use sources to support ideas. |
| **Syntax, Grammar, and Delivery** | Uses graceful language that communicates with clarity and fluency. | Uses straightforward language that conveys meaning. | Uses language that generally conveys meaning but includes some errors. | Uses language that sometimes impedes meaning because of errors in language. |

**Critical Capacities and Skills – (CCS 6) – Collaboration**

Description:

“Students will learn to communicate effectively with others when figuring out solutions to complex problems.”

Intended learning outcomes:

Collaboration

*Students will demonstrate:*

1. the ability to compromise and handle alternative viewpoints.
2. the ability to build consensus among group members.
3. the ability to identify group member strengths and utilize them appropriately.

Course Guidelines:

The course must provide an assignment which requires students to complete a group project in which they collaborate with each other. The focus of the assignment’s assessment will be on collaboration and contributions of the individual to the group.

Potential assessment tools that allow measurement while members work on project rather than the quality of the completed project. Assessment strategies must allow for individual evaluation during the process.

1. individual student reflections about their own contributions to the team while working on the project.
2. evaluation of individual team members by fellow members regarding abilities while working on the project.
3. outside observer evaluation of team while working on the project.

Application for Inclusion in the General Education Curriculum

Area: CCS6 Collaboration

Course: Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus ***common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student’s mastery of the learning outcomes.

*Area specific details*:

CCS 6 requires students to demonstrate the ability to communicate effectively with others when figuring out solutions to complex problems.

| **Individual Member Assessment**  -Ability to identify group member strengths and utilize them appropriately | Demonstrates ability in all four areas:  1. Oral/written language interactions and body expression during physical interactions (facial, body language) provides encouragement for members with focus primarily on positive strengths of each member.  2. Communication with members demonstrate ability to be polite and respectful.  3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.  4. Able to mentor or guide members when necessary. | Demonstrates ability in three of the four areas:  1. Oral/written language interactions and body expression during physical interactions (facial, body language) provides encouragement for members with focus primarily on positive strengths of each member.  2. Communication with members demonstrate ability to be polite and respectful.  3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.  4. Able to mentor or guide members when necessary. | Demonstrates ability in only two of the four areas:  1. Oral/written language interactions and body expression during physical interactions (facial, body language) provides encouragement for members with focus primarily on positive strengths of each member.  2. Communication with members demonstrate ability to be polite and respectful.  3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.  4. Able to mentor or guide members when necessary. | Demonstrate ability in only one of the four areas:  1. Oral/written language interactions and body expression during physical interactions (facial, body language) provides encouragement for members with focus primarily on positive strengths of each member.  2. Communication with members demonstrate ability to be polite and respectful.  3. Able to identify and express strengths for individual members that will contribute to the product and encourage members to use those strengths when contributing to the product.  4. Able to mentor or guide members when necessary. |
| --- | --- | --- | --- | --- |
| **Final Product** -Ability to share responsibility and recognition for final product | Ability to focus on strengths of final product as due to the team. | Most focus on final product on contribution of everyone with limited focus on own contributions. | Most focus for final product on own areas of contribution with limited acknowledgement for contributions of other members. | Primary focus for final product on own areas of contribution and downplay/ignore/negative focus on contribution of other members. |

**Personal and Social Responsibility – Area One (PSR 1) – Relationships and Value Systems**

Description:

“Students will recognize their relationships to communities and evaluate different value systems associated with community issues.”

**This PSR area is comprised of two skills.  Both skills must be addressed in the design of courses and in the assessment of student learning for this area.**

Intended learning outcomes:

1. Relationships

*Students will demonstrate:*

1. The ability to recognize their relationships to communities.
2. Value Systems

*Students will demonstrate:*

1. The ability to evaluate different value systems associated with community issues.

Course Guidelines:

1. The course must provide students with an assignment that demonstrates the student’s ability to articulate the complexity of relationships between self and community.
2. The course must provide students with an assignment that assesses the student’s ability to describe and evaluate value systems associated with community issues.

Application for Inclusion in the General Education Curriculum

Area: PSR1Relationships and Value Systems

Course: Contact Person:

Proposing Department:

Attach to the form the following:

1. Syllabus

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Description of a specific student work product / assignment *common to all sections of the proposed course* that can be evaluated to determine a student’s mastery of the essential objectives.

*Area specific details:*

PSR1 requires that students will recognize their relationships to communities and evaluate different value systems associated with community issues.

Assessment Rubrics for PSR1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PSR1 Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| **Relationships**  (students will recognize their relationships to communities) | Student articulates the complexity of relationships between self and community in a compelling manner | Student articulates the complexity of relationships between self and community | Student describes a non-complex relationship with community | Student fails to recognize relationship to community |
| **Value Systems**  (students will evaluate different value systems associated with community issues) | Student describes and evaluates value systems associated with community issues and articulates a sense of appreciation for diverse value systems | Student describes and evaluates value systems associated with community issues | Student is able to describe value systems associated with community issues | Student is neither able to describe nor evaluate value systems associated with community issues |

**Personal and Social Responsibility – Area Two (PSR 2) – Responding to Community Needs**

Description:

“Students will engage in appropriate and meaningful actions, practices, or commitments responding to community needs.”

Intended learning outcomes:

1. Community Needs

*Students will demonstrate:*

1. engagement in meaningful community activities.

Course Guidelines:

1. The course must provide students with an assignment that requires them to respond to community needs and recognize the importance of the activity.

Application for Inclusion in MSU Centennial Curriculum

Area: PSR2 Responding to Community Needs

Course: Contact Person:

Proposing Department:

Attach to the form the following:

1. Syllabus.

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Description of a specific student work product / assignment *common to all sections of the proposed course* that can be evaluated to determine a student’s mastery of the essential objectives.

*Area specific details:*

PSR2 requires that students will respond to community needs by engaging in meaningful community activities.

Assessment Rubrics for PSR2:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PSR2 Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| **Responding to community needs** (student will engage in meaningful community activities) | Student responds to community needs and reflects on the value of those experiences | Student responds to community needs and recognizes the importance of the activity | Student engages in an activity intended to meet community needs, but fails to recognize the importance of the activity | Student fails to engage in an activity intended to meet community needs |

**Personal and Social Responsibility – Area Three (PSR 3) – Individual Well-Being**

Description:

“Students will explore and practice healthy behaviors that foster emotional, physical, intellectual, interpersonal, spiritual, and environmental balance and individual well-being.”

Intended learning outcomes:

1. Well-Being

*Students will demonstrate:*

1. The exploration and practice of healthy behaviors.

Course Guidelines:

1. The course must provide students with an assignment that requires students’ exploration and practice of activities to improve personal well-being.
2. The course must provide students with an assignment that assesses the student’s understanding of the importance of activities related to the improvement of personal well-being.

Application for Inclusion in the General Education Curriculum

Area: PSR3Individual Well-Being

Course: Contact Person:

Proposing Department:

Attach to the form the following:

1. Syllabus.

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Description of a specific student work product / assignment *common to all sections of the proposed course* that can be evaluated to determine a student’s mastery of the essential objectives.

*Area specific details:*

PSR3 requires that students will exercise individual well-being by exploring and practicing healthy behaviors.

Assessment Rubrics forPSR3:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Wellness Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| **Individual well-being**  (students will explore and practice healthy behaviors) | Student explores and practices activities to improve personal well-being and reflects on the value of those experiences | Student explores and practices activities to improve personal well-being and recognizes the important of the activity | Student explores and practices activities intended to improve personal well-being | Student fails to explore and practice activities intended to improve personal well-being |

**Interconnecting Perspectives – Area Four (IP1) – Knowledge**

Description:

“Students will demonstrate through coursework an understanding of diversity both globally and within the United States.”

Intended Learning Outcomes:

*Students will demonstrate:*

1. knowledge of cultural self-awareness.
2. knowledge of cultural worldview frameworks.
3. curiosity about other cultures.

Course Guidelines:

1. The course must provide students with an assignment that assesses their awareness of cultural rules and biases.
2. The course must provide students with an assignment that assesses their understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. The course must provide students with an assignment that assesses their ability to ask questions about other cultures and seek out answers to these questions.

Application for Inclusion in the General Education Curriculum

Area: IP1Interconnecting Perspectives: Knowledge

Course: Contact Person:

Proposing Department:

Attach to this form the following:

1. Syllabus.

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Description of a specific student work product / assignment *common to all sections of the proposed course* that can be evaluated to determine a student’s mastery of the essential objectives.

*Area specific details:*

IP1 requires students to demonstrate through coursework an understanding of diversity both globally and within the United States. The work product must serve to assess student knowledge of classifications of diverse groups and populations. In addition the product must serve to assess the student’s knowledge of the characteristics of at least one diverse population or group within the global community.

Assessment Rubrics for IP1:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IP Knowledge Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| Knowledge  *Cultural self- awareness* | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a  strong preference for those rules shared with own  cultural group and seeks the same in others.) | Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.) |
| Knowledge  *Knowledge of cultural worldview frameworks* | Demonstrates sophisticated understanding of the  complexity of elements important to members of  another culture in relation to its history, values,  politics, communication styles, economy, or beliefs  and practices. | Demonstrates adequate understanding of the  complexity of elements important to members of  another culture in relation to its history, values,  politics, communication styles, economy, or beliefs  and practices. | Demonstrates partial understanding of the  complexity of elements important to members of  another culture in relation to its history, values,  politics, communication styles, economy, or beliefs  and practices. | Demonstrates surface understanding of the  complexity of elements important to members of  another culture in relation to its history, values,  politics, communication styles, economy, or beliefs  and practices. |
| Attitudes  *Curiosity* | Asks complex questions about other cultures, seeks out and articulates answers to these quest ions that reflect multiple cultural perspectives. | Asks deeper questions about other cultures and  seeks out answers to these questions. | Asks simple or surface questions about other cultures. | States minimal interest in learning more about other  cultures. |

**Interconnecting Perspectives – Area Four (IP2) – Experience**

Description:

”Students will demonstrate through an applied experience an understanding of diversity both globally and within the United States.”

Intended Learning Outcomes:

*Students will demonstrate:*

1. knowledge of cultural self-awareness.
2. empathy and will recognize intellectual and emotional dimensions of more than one worldview.
3. openness in their interactions with other cultures.

Course Guidelines:

1. Courses in this area must provide students with an assignment that assesses their awareness of cultural rules and biases.
2. Courses in this area must provide students with an assignment that assesses their ability to recognize intellectual and emotional dimensions of more than one worldview and to use more than one worldview in their interactions with other cultures.
3. Courses in this area must provide students with an assignment that assesses their ability to initiate and develop positive interactions with culturally different others.

Application for Inclusion in the General Education Curriculum

Area: IP2 Interconnecting Perspectives: Experience

Course: Contact Person:

Proposing Department:

Attach to this form the following:

1. Syllabus.

2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.

3. Description of a specific student work product / assignment *common to all sections of the proposed course* that can be evaluated to determine a student’s mastery of the essential objectives.

*Area specific details:*

IP2 requires that students will demonstrate through an applied experience an understanding of diversity both globally and within the United States. The work product must serve to assess students’ understanding of diversity related to complex social issues, decisions and consequences. They should be able to draw upon and consider an increasingly diverse set of scientific, historical, cultural, and social perspectives to frame their arguments and should employ multiple ways of thinking about problems to both evaluate and respond to alternative viewpoints.

Opportunities for meeting the IP2 requirement include the following:

* experience with and comparative reflection on an extended study abroad.
* advanced oral and written mastery of a foreign language.
* service-learning experience with a traditionally under-represented population.
* participation in community internships, museum work, or teaching experiences.
* applied problem-solving that draws upon knowledge, values, and decision-making strategies of different cultures or populations.
* meaningful interaction in a community, culture or society other than one’s own.

Assessment Rubrics for IP2:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IP Experience Skill** | **Advanced (4)** | **Sufficient (3)** | **Basic (2)** | **Insufficient (1)** |
| Knowledge  *Knowledge of cultural worldview frameworks* | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the  complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| Skills  *Empathy* | Interprets intercultural experience from the perspectives of own worldview and from more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural  perspectives but responds in all situations with own  worldview. | Views the experience of others but does so through own cultural worldview. |
| Attitudes  *Openness* | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. | Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment. |