

Faculty Senate General Education Ad Hoc Committee:
Report to Faculty Senate on Proposed New Model for General Education

May 2, 2012

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1. Introduction for Faculty Senate

Committee Charge & Subsequent Actions

At the May 5, 2011 Faculty Senate meeting, a motion was passed to reconstitute the General Education ad hoc Committee (GEAHC). The charge given to the GEAHC at that meeting was as follows: Open forums are to be scheduled the fall of 2011 so the committee can move forward with selection and implementation of a new General Education model. Those forums were held, and in November the committee held a retreat at which feedback was analyzed and a single model was created from the three that were proposed and presented in the spring of 2011. During spring semester 2012 the committee has worked on developing course application processes and forms. It has also worked on developing an assessment plan that will be effective while not being cumbersome or unmanageable.

Focus of This Report

This document provides an overview of the proposed new model for general education at Minot State University. It will be referred to from this point forward as the Centennial Curriculum. The document, which has been submitted to senate with this report, includes the following sections:

1. Introduction For Faculty Senate
2. FAQ: Centennial Curriculum (For Students)
3. Understanding the new Gen Ed (Introduction For Faculty)
4. Explanation of the new model's different parts (details)
5. Definition of Wellness and Writing Intensive Courses
6. Sample advising grids (core requirements, foundational content, developmental content)
7. Application process for courses participating in the new program
8. Advisor checklist / fact sheet
9. Assessment Recommendations

Recommendations for Adoption, Implementation, and Assessment of the Centennial Curriculum

Recommendation 1: The Centennial Curriculum should be introduced to faculty at the Fall Convocation. At its first meeting in the fall, Faculty Senate should vote to approve adoption of the Centennial Curriculum.

Recommendation 2: The GEAHC should be deemed as having completed its charge and be dissolved.

Recommendation 3: After adoption in the fall, implementation of the Centennial Curriculum shall be overseen by the Faculty Senate standing General Education Committee. Application materials, forms, and rubrics for each area and the rubric and application form for Writing Intensive courses will need additional work by appropriate committees doing the implementation during 2012-2013.

Recommendation 4: Should faculty wish to change the name from Centennial Curriculum, a contest can be held to name the curriculum.

Recommendation 5: After adoption in the fall, assessment of the Centennial Curriculum shall be overseen by the Faculty Senate standing Assessment Committee. Particular recommendations regarding assessment of the Centennial Curriculum are included in section 9 of this document to give guidance to the Assessment Committee.

2. FAQ: MSU Centennial Curriculum (For Students)

What is this?

At Minot State University, the Centennial Curriculum asks students to develop Developmental Content essential for a successful college graduate. These range from practical skills like written and oral communication to lessons beyond the classroom, connecting coursework to applied experiences within the community.

MSU's Centennial Curriculum satisfies distribution requirements mandated by the North Dakota University System for all colleges, often referred to as General Education. This includes courses in writing, mathematics, humanities, and the sciences. A positive feature of the Centennial Curriculum at MSU is that approved courses from all parts of the curriculum may count towards the Developmental Content.

*[link to the complete areas and descriptions](#)

Why is this important?

The definition of general education has been the 'thing you do in the first two years of classes before you start your major'. MSU's Centennial Curriculum moves beyond this basic understanding to offer an education that helps college graduates learn to adapt to new situations, to work productively with a diverse group of peers, and to be leaders in their communities. This is a rigorous intellectual process that begins when you step onto MSU's campus, continues during the time you are here, and stays with you when you leave.

You can meet these educational goals by seeking out experiences that explore the Developmental Content of the Centennial Curriculum, which can be taken in or out of the major. You can fulfill the credits associated with the Developmental Content by pursuing a variety of courses ranging from entry level to upper division. Your entire four years at Minot State University counts towards your overall degree program, allowing you to make unparalleled connections: current information about science, politics, and culture is immediately accessible. Through MSU's Centennial Curriculum you become a more active, informed, and valuable member of the global community.

What's in it for me?

Have you ever wanted to learn a new language? To take a dance class? To make pottery? To study the origins of music? To understand how the mind works? To study fossils found in North Dakota? To explore the relationship between math and art? To build a replica of a Viking ship? The Centennial Curriculum allows you to do all this and more!

Your exploration of a variety of such educational opportunities is appealing to potential employers. Employers today value problem solving, communication skills, collaboration and team work, the ability to understand and work with diverse cultures, and the ability to make connections between disciplines. All of these skills can be learned in the Developmental Content coursework of the Centennial Curriculum.

At a minimum, Centennial Curriculum is a chance to stretch outside the comfort zone of what you know and do well. If you take full advantage of its flexibility, the Centennial Curriculum is your best opportunity to create a degree that is uniquely suited to your curiosities and your future goals.

Is this required of all majors?

All majors at MSU must complete the Centennial Curriculum in order to graduate. Completion of the Centennial Curriculum is one of the defining experiences of an MSU graduate. You will become part of the vibrant intellectual community that is MSU.

What if I change majors?

The Centennial Curriculum is tracked separately from your major, and can be completed as part of any program on campus. A course that satisfies one or more of the Developmental Content components counts for that category no matter what you do with your major.

When do I do this?

Ideally, the Centennial Curriculum will be spread across the first three, or even all four years of study. Although it is possible to finish the Centennial Curriculum before your last semesters of college, the program is structured to allow exploration of campus-wide course offerings into the senior year. Unlike many programs at other universities, where juniors and seniors might have no choice but to take a freshman course, the Centennial Curriculum allows upper division electives and courses within the major to count toward completion of the Centennial Curriculum.

What is the order?

Some Foundational Content should be taken during the first few semesters at MSU. Specifically, certain coursework in writing and mathematics must be taken in the first four semesters. Subsequent courses will build upon these experiences. After that, the choice is yours!

Who helps me plan this?

Every MSU student is assigned to an academic advisor, often within their declared major field. To be successful, you should meet with your advisor several times during each of your first two semesters, and as needed after that. Student Services and older students can also provide assistance. A sheet that tracks your progress through the Centennial Curriculum is attached to your online record, viewable by you and your advisor.

What if I transfer in or out?

The Developmental Content is an additional layer of MSU requirements that is mapped on top of the core curriculum as set by the North Dakota University System. Foundational Content courses that are part of GERTA will transfer either as a package or as individual classes to any state institution.

If you transfer into our program, the Developmental Content will still need to be completed. This can be done through offerings in upper level and /or courses within your major.

3. Understanding the New General Education (For Faculty)

Understanding the proposed “Centennial Curriculum” for Minot State University¹

The Centennial Curriculum identifies common areas of study, skills and experiences that all MSU students will complete during the course of their undergraduate career. The Centennial Curriculum allows students to demonstrate competency in **Foundational Content** and then build on this knowledge in three **Developmental Content** areas Critical Capacities and Skills, Personal and Social Responsibility, and Interconnecting Perspectives.

What do these terms mean?

Foundational Content (FC) - studies in core academic areas: the arts and humanities, the physical and natural world, and history and the social sciences.

Developmental Content

Critical Capacities and Skills (CCS) - demonstrate capacity to think critically, write, collaborate, communicate, solve problems, and to deploy skills related to information and quantitative literacy.

Personal and Social Responsibility (PSR) – develop understanding and commitment to individual well-being and to civic life and community needs.

Interconnecting Perspectives (IP) – study, reflect, and apply understanding of diverse global and domestic perspectives in the classroom and in the larger world.

Relationship between the new Centennial Curriculum and General Education

Traditionally, general education has been defined at most public and private institutions as lists of introductory courses completed during the first and second years of college. The North Dakota University System’s common general education requirements prescribe certain courses such as composition (ENGL 110, 120), communications (COMM 110), and College Algebra (MATH 103).

MSU’s proposed Centennial Curriculum is designed to facilitate transfer within the NDUS system by acknowledging the system’s General Education Requirement Transfer Agreement (GERTA) and embedding our curriculum in a framework that emphasizes a common rationale and set of expectations for the MSU graduate. This new framework reflects the MSU Faculty’s desire that students master essential content-related material across the curriculum (FC) *and* that they demonstrate the skills essential to life-long contributions to civic society and the workplace (CCS). Additionally, this framework requires students to develop a sense of personal and social responsibility as individuals and within the community (PSR), and to examine complex social issues through coursework and through applied experiences (IP).

¹ “Centennial Curriculum” is a new name in order to differentiate between what MSU has typically called General Education and the proposed new model.

How is the proposed Centennial Curriculum organized? How does it differ from the old GEN ED model?

The Centennial Curriculum specifies essential categories for Foundational Content that build on the NDUS requirements and MSU's previous General Education tradition. Students will find the distribution of these requirements courses familiar: FC1 requires two humanities courses; FC2 specifies two lab-science courses; FC3 specifies two social science courses and one history course. Additionally, students are required to take ENGL 110 and 120, COMM 110, a MATH course (103 or other approved course), and an INT course as part of a First Year Experience. These essential areas and their distribution reflect many semesters of deliberation and consultation with MSU faculty and students. In addition, these requirements satisfy essential GERTA requirements, facilitating transfer to and from MSU.

The Centennial Curriculum differs from previous models in that the requirements for areas related to CCS, PSR, and IP can be met by selecting from a broad range of approved courses. Some of these courses will be advanced courses in the major. As a consequence, MSU graduates will notice an important change in *when* they complete the requirements for the Centennial Curriculum. Older Gen Ed models emphasized completion of Gen Ed courses in the first two years. By contrast, the Centennial Curriculum student will have to complete some of the Foundational Content courses early (ENGL 110 and 120, COMM 110, MATH, INT), but the remaining Foundational Content and the Developmental Content (CCS, PSR, and IP experiences) may come from advanced coursework taken through the major or other advanced courses. The proposed Centennial Curriculum involves an essential philosophical shift that understands "general education" as a broader set of content, skills, experiences, and reflections that take place across the entirety of the undergraduate experience.

How do courses become part of the Centennial Curriculum?

1. In the transition to the Centennial Curriculum the General Education committee will develop an expedited process in which departments identify existing GE courses that can be carried over to the Foundational Content section of the new model. Existing required courses such as ENGL 110 and 120, COMM 110, MATH, and INT will be carried over to the new model as well to ensure continued compatibility with NDUS GERTA requirements. These details will need to be finalized by the Faculty Senate.
2. Courses in the Foundational Content section of the Centennial Curriculum will be assigned to categories that represent the submitting department or program. Each proposed course will be accompanied by a syllabus that identifies the ways the course meets the requirements for FC1, FC2, or FC3. The course application process requires the course to meet specific areas of knowledge, skills, and/or outcomes in order to be included in the new Centennial Curriculum. The particular requirements are detailed in a "Course Application Form."
3. Foundational Content Courses will continue to reflect disciplinary categories described above. Departments will submit courses to the Faculty Senate via either the General Education or the Curriculum committee for inclusion as Foundational Content. In addition, all MSU courses at all levels are eligible to apply for certification to satisfy one or two outcomes in the Developmental Content areas (CCS, PSR, IP).

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4. Courses proposed to satisfy one of the Developmental Content area requirements must be submitted to the General Education committee along with a sample syllabus that details the specific outcome(s) and work product that will be common to all sections of the course. All applications must also include a completed rationale form, as specified on individual “Course Application Forms.”

5. Not all of the Developmental Content area requirements may be met within the major only.

4. Explanation of the New Model's Different Parts

Foundational Content (FC)

Courses earn approval for FC1, FC2 and FC3 after submission of a syllabus and narrative that demonstrate that the course meets the guidelines specified in the FC1/FC2/FC3 “Outlines and Guidelines” and the detailed provisions listed in the appropriate Course Application Form.

- FC 1 – 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.
 - FC 1 is satisfied through approved courses in the humanities (HUM/PHIL/MUSC) general education curriculum.
 - Students need to complete two humanities courses.
- FC 2 – Students will demonstrate knowledge of the physical and natural world and of how to produce and apply that knowledge in a variety of settings.
 - FC 2 is satisfied through an approved course in the sciences (CHEM/SCI/GEOL/PHYS/BIO) general education curriculum.
 - Students need to complete two lab science courses.
- FC 3 – 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.
 - FC 3 is satisfied through an approved course in the social sciences/history (SOC/PSY/HIST/POLS/GEOG/ECON/SWK) general education curriculum.
 - Students need to complete two social sciences courses (SOC/PSY/POLS/GEOG/ECON/SWK) and one history course (HIST).

Developmental Content:

Critical Capacities and Skills (CCS)

Critical thinkers are individuals who are aware of the capacities and skills used in the process of thinking. Critical thinkers are able to skillfully control the use of these capacities and skills by implementing intellectual standards. The development of critical thinking involves integrating critical capacities and skills learned and practiced in the Centennial Curriculum. A comprehensive and high-quality Centennial Curriculum provides an academic setting which provides students with opportunities to observe, practice, and learn critical thinking skills. The dynamic outcome of this learning model should result in critical thinking that is self-directed, self-disciplined, self-monitored and self-corrective.

The critical capacities and skills that will be practiced and modeled for integration into the development of a critical thinker are: problem solving, information literacy, critical reading, quantitative literacy, oral/written communication, and collaboration. These six capacities and skills are distributed into four learning areas. These areas are:

- CCS 1 – Problem Solving: Students will demonstrate the ability to raise vital questions and problems, formulating them clearly and precisely.
- CCS 2 – Information Literacy: 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.
- CCS 3 – Critical Reading and Quantitative Literacy: Students will demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.
- CCS 4 – Oral/Written Communication and Collaboration: Students will demonstrate the ability to communicate effectively with others when figuring out solution to complex problems.

Personal and Social Responsibility (PSR)

Students are expected to develop interests and passions in intellectually stimulating activities beyond the selected major or profession, explore the social impact of human emotion and ethical reasoning on personal choices, and seek ways to contribute to their broader community. Personal and social responsibility is a way of life that emphasizes the whole person through a positive approach to healthy and responsible living.

Students will actively develop life-long skills related to the physical, mental, emotional, and social health of the individual and to the betterment of the community through all of the PSR courses.

The personal and social responsibility outcomes are as follows:

- PSR 1–Students will recognize their relationships to communities and understand and evaluate differing value systems associated with community issues.
- PSR 2–Students will engage in appropriate and meaningful actions, practices, or commitments responding to community needs.
- PSR 3– Students will explore and practice healthy behaviors that foster emotional, physical, intellectual, interpersonal, and environmental balance and individual well-being.

Interconnecting Perspectives (IP)

Interconnecting perspectives is about global citizenship and understanding the global community. In order to become a responsible global citizen, one must become aware of the perspectives of others, empathize with diverse viewpoints, and interact with individuals and groups different from oneself.

Responsible global citizens should demonstrate a nuanced understanding of 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.

A comprehensive and high-quality common curriculum provides an academic setting which provides students with opportunities to learn about the perspectives of others, to understand the contexts in which alternative perspectives are developed, and to interact in positive ways with individuals and groups different from oneself.

The interconnecting perspectives outcomes are as follows:

- IP 1 – Students will demonstrate through coursework an understanding of diversity both globally and within the United States.
- IP 2 – Students will demonstrate through an applied experience an understanding of diversity both globally and within the United States.

5. Definition of Writing Intensive Courses

Writing Intensive Courses at Minot State University:²

Writing Requirement:

MSU requires students to take two courses identified as Writing Intensive. These courses satisfy the Writing Intensive Course (WIC) category of Developmental Content

Definition of Writing Intensive Courses:

Writing Intensive Courses require multiple assignments that amount to at least 2,500 words of writing over the course of the semester. Assignments must allow students ample opportunity to revise their work and to improve their final product.

Benefits of Writing Intensive Courses:

Writing Intensive Courses serve a dual purpose: faculty can teach course content knowledge, grammar, syntax, and argument, while students can advance their own learning through the writing intensive process. Writing assignments serve to improve students' critical thinking and information literacy skills as well as to provide evidence of mastery of course content. Revision and presentation of the completed final draft become proof of course content and learning.

MSU's Writing Intensive Course Requirements:

- Students must complete two writing intensive courses beyond English 110 and English 120. One of these courses must be completed at the 300 or 400 level within the major.
- Writing Intensive Courses can have multiple assignments that amount to 2,500 words.
- The upper-level major course must include an assignment of 2,500 words or approximately 10 double-spaced pages.
- The assignments may take many forms—conventional and/or electronic—and the forms should include both drafts and final versions.
- The assignments must allow students ample opportunity to revise their work and to improve their final product.
- Writing should be distributed throughout the course. It cannot be concentrated at the end.
- The writing assignments should be a major component of the course grade.
- Writing intensive courses will incorporate research requirements that exercise information literacy competencies in at least one of the writing assignments. Courses applying to meet this requirement may also apply to meet CCS2 requirements.

² Information regarding the Writing Intensive Program has been borrowed largely from the University of Missouri's Campus Writing Program. This information can be accessed at <http://cwp.missouri.edu/>.

Writing Intensive Courses should facilitate and foster:

- Worthwhile questions
- Evaluative arguments
- Constructive criticism
- Distinction among fact, inference, and opinion
- Articulation of complex ideas clearly
- Consideration of purpose and audience
- Efforts to become informed, independent thinkers
- Defining and practicing writing within a discipline

6. Checklist for Advisors

1. Courses that must be completed in the first four semesters at MSU

- a. ENGL 110
- b. ENGL 120
- c. COMM 110
- d. Math 103 or higher
- e. INT 110 or INT 310 (for transfer students only)

2. Requirements that must be completed prior to graduation at MSU

a. **Foundational Content:** courses in this category can be inside or outside the major

- (1) FC1 – Humanities: 2 courses for a total of 6 credits
- (2) FC2 – Laboratory Science: 2 courses for a total of 8 credits
- (3) FC3 – Social Science and History: 2 Social Science courses and 1 History course for a total of 9 credits

b. **Developmental Content**

(1) Four Sections:

- (a) Critical Capacities and Skills (CCS): 4 areas
- (b) Personal and Social Responsibility (PSR): 3 areas
- (c) Interconnecting Perspectives (IP): 2 areas
- (d) Writing Intensive Courses (WIC)

(2) Requirements for completion of Developmental Content Courses

(a) Courses taken to complete Developmental Content requirements must be distributed inside and outside the major

- Minimum number of courses required outside the major are indicated in the Table 1

(b) Identification of Developmental Content courses

- An individual course will be identified in the course catalog as offering only one or two of the Developmental Contents areas across all sections.

(c) Student selection of Developmental Content areas to meet requirements

- An individual student can only use one of the course-identified Developmental Contents areas (when there are two) to count towards their specific requirements among all the areas (no double dipping for a particular course to be used twice within this area)

(c) Foundational Content courses with Developmental Content areas

- Students may count these courses as Foundational Content and as a Developmental Content area (if there are two areas, only one may be used, no double dipping)

(3) Writing Intensive Courses: 2 Courses required, at least one in the Major

(a) ENGL 110 and ENGL 120 cannot be used to fulfill this requirement

(b) At least one of course must be an upper level course (300 – 400) within the major

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Table 1: Advising Fact Sheet for Developmental Content Courses

Section	Area	Required number of courses (this is not credits)	Minimum number needed outside of major
CCS- Critical Capacities and Skills			
	CCS 1 -Problem Solving	3	1
	CCS 2 - Information Literacy	3	1
	CCS 3 - Critical Reading and Quantitative Literacy	3	1
	CCS 4 - Oral/Written Communication and Collaboration	3	1
PSR - Personal and Social Responsibility			
	PSR 1 - title	2	1
	PSR 2 - title	2	1
	PSR 3 - Wellness	2	0
IP - Interconnecting Perspectives			
	IP 1 - title	1	0
	IP 2 - title	1	0
WIC - Writing Intensive Courses		2	0

7. Sample advising grids (core, foundational & developmental content)

Advising Matrix:

Required Core: Must be taken over the course of the first 4 semesters				
Course	CCS, PSR or IP category	Credits	Semester Taken	Notes
English 110				
English 120				
Communication 110				
Mathematics				
INT 110/310				
Foundational Content: Must be taken over the student's tenure at MSU and can be inside or outside of the major				
Course	CCS, PSR or IP category	Credits	Semester Taken	Notes
FC1 (6 credits)				
Humanities				
Humanities				
FC2 (8 credits)				
Lab Science				
Lab Science				
FC3 (9 credits)				
Social Science				
Social Science				
History				
Writing Intensive Courses (2 Courses)				

Additional Areas: Must be taken over the student's tenure at MSU and can be inside or outside of the major			
Course	CCS, PSR or IP category	Credits	Semester Taken

Critical Capacities and Skills Checklist: Advising Checklist			
	Course	Course	Course
Developmental Content: CCS			
CCS 1 (3 required)			
CCS 2 (3 required)			
CCS 3 (3 required)			
CCS 4 (3 required)			
Developmental Content: PSR			
PSR 1 (2 required)			
PSR 2 (2 required)			
PSR 3 (1 required)			
Developmental Content: IP			
IP 1 (1 required)			
IP 2 (1 required)			
Additional Contributions			

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8. Application Process and Materials for Courses Participating in the New Program

**The following pages show
Course Guidelines and Outcomes, Application Forms,
and Assessment Rubrics
for the four Areas of the MSU Centennial Curriculum**

Minot State University

MSU Centennial Curriculum Outcomes and Guidelines

Foundational Content – Area One (FC1) – Arts and Humanities³

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.

³ These definitions borrow from models available at the St. Olaf College general education web site and have been edited to reflect MSU-specific concerns and needs.

Application for Inclusion in MSU Centennial 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 one or two critical capacities and skills. These courses will have to apply separately to count as meeting those particular critical capacities and skills.

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MSU Centennial Curriculum Outcomes and Guidelines

Foundational Content – Area Two (FC2) – Physical and Natural World⁴

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.

⁴ These definitions borrow directly from models available at the St. Olaf College general education web site. MSU faculty will want to review, edit, and amend this text to best fit our institutional needs.

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Application for Inclusion in MSU Centennial 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 will also count for one or two critical capacities and skills. Please indicate which critical capacities and skills the course will meet.

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MSU Centennial Curriculum Outcomes and Guidelines

Foundational Content – Area Three (FC3) – Social Sciences and History⁵

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.

⁵ These definitions borrow directly from models available at the St. Olaf College general education web site. MSU faculty will want to review, edit, and amend this text to best fit our institutional needs.

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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.

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Application for Inclusion in MSU Centennial 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 will also count for one or two critical capacities and skills. Please indicate which critical capacities and skills the course will meet.

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MSU Centennial Curriculum Outcomes and Guidelines

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).
 - a. individual student reflection for all steps of problem solving.
 - b. steps in a problem-based learning assignment.
 - c. record (audio or visual) of think-aloud protocol while problem solving.

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Application for Inclusion in MSU Centennial 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)
<i>Problem Statement:</i> 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.
<i>Determination of Alternative Problem Solutions:</i> 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
<p><i>Factors associated with Evaluation of Evidence for proposed solutions and Selection of Problem Solution</i></p> <ol style="list-style-type: none"> 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

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MSU Centennial Curriculum Outcomes and Guidelines

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.⁶

Course Guidelines:

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

⁶ These standards are adapted from the ACRL *Information Literacy Competency Standards for Higher Education*.

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Application for Inclusion in MSU Centennial 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 too 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	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.

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	images, while effectively incorporating them into a cohesive text.			
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This rubric includes material from the AAC&U *Information Literacy Value Rubric* and from St. John's University's *Information Literacy Rubric*.

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MSU Centennial Curriculum Outcomes and Guidelines

Critical Capacities and Skills – (CCS 3) – Critical Reading and 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.”

This CCS 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:

A. 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.

B. 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 courses 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.
2. The courses will require students to complete an assignment that requires them to critically analyze quantitative information and identify any limitations and bias of that information.

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Application for Inclusion in MSU Centennial Curriculum

Area: CCS3 Critical Reading and 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 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.

This CCS 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.

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.

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	Provides accurate explanations of information presented in mathematical forms. <i>For</i>	Provides somewhat accurate explanations of information presented in mathematical	Attempts to explain information presented in mathematical forms, but draws incorrect

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	that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	<i>instance, accurately explains the trend data shown in a graph.</i>	forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	conclusions about what the information means. <i>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.</i>
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.

This rubric was adapted from the AAC&U *Reading Value and Quantitative Literacy Value Rubrics*.

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Critical Capacities and Skills – (CCS 4) – Oral/Written Communication and Collaboration

Description:

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

This CCS 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:

A. 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.

B. 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:

1. The course must provide students with an assignment that requires them to demonstrate effective communication skills in written or oral formats.
2. 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.
3. 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. (These may not be an exhaustive list of options; these are options included as recommendations by AAC&U.)
 - a) individual student reflections about their own contributions to the team while working on the project.
 - b) evaluation of individual team members by fellow members regarding abilities while working on the project.
 - c) outside observer evaluation of team while working on the project.

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Application for Inclusion in MSU Centennial Curriculum

Area: CCS4 Oral/Written Communication and 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 4 requires students to demonstrate the ability to communicate effectively with others when figuring out solutions to complex problems.

This CCS 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.

Assessment Rubrics for CCS 4:

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.
Collaboration Skill	Advanced (4)	Sufficient (3)	Basic (2)	Insufficient (1)
Consensus building - ability to share own viewpoint (based on knowledge) and consider viewpoints of others	Viewpoints/ideas/opinions expressed based on knowledge and willing to consider viewpoints/ideas/opinions of others.	Viewpoints/ideas/opinions expressed most often based on knowledge and most often willing to consider viewpoints/ideas/opinions of others.	Viewpoints/ideas/opinions expressed based on limited use of knowledge and limited ability to consider viewpoints/ideas/opinions of others.	Viewpoints/ideas/opinions expressed not based on knowledge and rarely able to consider viewpoints/ideas/opinions of others.

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<p>Compromise - ability to respond positively to conflict and incorporate alternative viewpoints</p>	<p>Attempts to address alternative viewpoints/ ideas/opinions and addresses whether alternative viewpoints/ ideas/opinions will move the group forward and effectively deals with alternative viewpoints that are destructive.</p>	<p>Attempts to address alternative viewpoints/ideas/ opinions with no attempt to distinguish alternative viewpoints/ideas/ opinions that will move the group forward.</p>	<p>Attempts to refocus group to viewpoints/ideas/ opinions of agreement.</p>	<p>Ignores or passively accepts alternate viewpoints/ideas/ opinions.</p>
<p>Individual Member Assessment - Ability to identify group member strengths and utilize them appropriately</p>	<p>Demonstrates ability in all four areas:</p> <ol style="list-style-type: none"> 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. 	<p>Demonstrates ability in three of the four areas:</p> <ol style="list-style-type: none"> 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. 	<p>Demonstrates ability in only two of the four areas:</p> <ol style="list-style-type: none"> 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. 	<p>Demonstrate ability in only one of the four areas:</p> <ol style="list-style-type: none"> 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.

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<p>Final Product - Ability to share responsibility and recognition for final product</p>	<p>Ability to focus on strengths of final product as due to the team.</p>	<p>Most focus on final product on contribution of everyone with limited focus on own contributions.</p>	<p>Most focus for final product on own areas of contribution with limited acknowledgement for contributions of other members.</p>	<p>Primary focus for final product on own areas of contribution and downplay/ignore/negative focus on contribution of other members.</p>
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Adapted from the AAC&U *Teamwork Value Rubric*

Minot State University

MSU Centennial Curriculum Outcomes and Guidelines

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:

A. Relationships

Students will demonstrate:

1. The ability to recognize their relationships to communities.

B. 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.

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Application for Inclusion in MSU Centennial Curriculum

Area: PSR1 Relationships 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.

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.

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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

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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:

A. 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.

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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.

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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

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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:

A. 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.

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Application for Inclusion in MSU Centennial Curriculum

Area: PSR3 Individual 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.

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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

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MSU Centennial Curriculum Outcomes and Guidelines

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.

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Application for Inclusion in MSU Centennial Curriculum

Area: IP1 Interconnecting 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.

Courses that are currently certified as diversity courses by the CDCCC should consider applying to meet the IP1 area.

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Assessment Rubrics for IP1:

IP Knowledge Skill	Advanced (4)	Sufficient (3)	Basic (2)	Insufficient (1)
Knowledge <i>Cultural self-awareness</i>	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 <i>Knowledge of cultural worldview frameworks</i>	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 <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions 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.

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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.

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Application for Inclusion in MSU Centennial 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.

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Assessment Rubrics for IP2:

IP Experience Skill	Advanced (4)	Sufficient (3)	Basic (2)	Insufficient (1)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	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 <i>Empathy</i>	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 <i>Openness</i>	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.

9. Assessment Recommendations

- a. Each course application for Developmental Content requires identification of an assignment suitable for evaluation using the appropriate rubric for each area.
- b. Each approved course will use the rubrics specified in the application process.
- c. MSU will develop an INTASC-Style database and electronic submission system that will allow faculty to submit scored rubrics. For each assignment scored the faculty member will also have a free-response section in which to discuss the assignment and reflect on its efficacy in relation to the rubric's objectives.
- d. This new model will replace all existing Gen Ed recertification, pre-post test information, and annual assessment reporting systems.
- e. The Assessment Committee will study data each year, devise a schedule to examine each part of the new MSU Centennial Curriculum, and provide feedback to the faculty as a whole and to particular programs and departments regarding student progress and mastery of the Developmental Content goals.
- f. The GEAH committee has discussed the need for an additional "umbrella" tool to evaluate how well the overall goals of our general education program are working. In particular it has discussed the CLA exam at length during multiple sessions. The committee is not in agreement on the value of the CLA exam as currently implemented. While it agrees that an additional overarching tool would be desirable, first priority needs to be to development of an in-house tool as specified in section c. Once the in-house tool is in place, an appropriate "umbrella" tool can be identified and implemented.