

General Education Requirements

Core Area Descriptions

First Year Writing (3 hours)

Value Statement/Area Definition

~~Students will~~ First Year Writing courses develop college-level rhetorical knowledge and critical thinking, reading, and writing skills, including process skills and knowledge of conventions. Helping students gain access to rhetorical practices begins a process of sharing and making knowledge within the classroom and applying the foundations of effective writing leads to college and career success.

Student Outcomes

~~First-Year Writing courses are defined as those which develop students' ability to~~ After successfully completing the First-Year Writing requirement, students will be able to:

- analyze contexts and audiences and then act on that analysis in comprehending and creating texts
- analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts
- use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects
- ~~involve multiple assessments of writing in multiple formats~~
- ~~understand~~, analyze, and negotiate conventions (usage, spelling, citation as well as organizational frameworks, content, document design, and style) for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions

Requirements

The First Year Writing requirement must be satisfied before the student completes 24 hours of course work. Students should be able to write with thoughtfulness, clarity, coherence, and persuasiveness (CBHE General Education, June 2000). Proficiency can be met through earning a C- or higher in one of the following courses:

ENGL 1100	First-Year Writing (MOTR ENGL 200)	3
ENGL 1110	First-Year Writing for International Students	3
HIST 1111	Reacting to the Past	4
FGN LANG 1111	Reacting to the Past: Language, Immigration, and Social Change	4
HONORS 1100	Honors Freshman Composition	3

Mathematics (3 hours)

Value Statement/Area Definition

~~Students will gain critical thinking and quantitative reasoning skills, and the use of symbolic systems to understand properties and relationships of relevant quantifiable concepts.~~ Mathematics Core courses develop an understanding of fundamental mathematical concepts and their applications. A solid foundation in mathematics is very useful in appreciating the role that mathematics plays in disparate contexts such as securing financial transactions (credit card encryption) to a description of more ethereal things such as music and the structure of the universe. A solid foundation in mathematics is necessary for numeric and financial literacy and mathematical reasoning. Mathematics as a symbolic quantitative language appears in a broad variety of disciplines.

Student Outcomes

~~Pathways mathematics courses are defined as those which~~ After successful completion of the Mathematics requirement, students will be able to:

- ~~• Involve sets and logic which is essential to critical thinking and process learning~~
- ~~• Treat aspects of financial mathematics as it is both exemplary of mathematical thinking immediately relevant to students~~
- ~~• Discuss concepts of probability and statistics which involves important interpretive critical reasoning skills~~
- ~~• Consider geometric concepts which involve abstract reasoning and spatial skills~~
- ~~• Proficiency in the basic mathematical skills~~
- discuss the ways in which mathematics occurs broadly in various fields (e.g., art, architecture, botany and music).
- evaluate in an informed manner various aspects of financial matters (e.g., mortgages, loans and investments).
- organize, analyze and interpret data arising in multiple formats (e.g., graphs, charts, diagrams as they arise within various contexts).
- make judgments and draw appropriate conclusions checking for logical consistency, while recognizing the limits of this analysis.

Requirements

Proficiency in the basic mathematical skills area must be satisfied before the student completes 24 hours of course work. Proficiency can be obtained by completing, with a grade of C- or higher, a college degree credit mathematics course, or by earning a score of at least 51% on the ALEKS Exam **in a proctored environment**. Students who fulfill their math proficiency requirement in this manner must take an additional General Education course in order to have a total of 42 credit hours of General Education courses.

Mathematics courses that the University offers that satisfy mathematics proficiency are courses at the 1000 level or above. Proficiency can be met through earning a C- or better in one of the following (or higher level) courses:

MATH 1020	Contemporary Mathematics (MOTR MATH 120)	3
MATH 1021	Choice and Chance	3
MATH 1025	Geometry in the Real World	3
MATH 1026	The Music of Math	3
MATH 1030	College Algebra (MOTR MATH 130)	3
MATH 1045	PreCalculus (MOTR MATH 150)	5

Math courses at the 1000 level below MATH 1030 are designed as terminal mathematics courses for students who do not plan to take calculus.

MATH 1030 or MATH 1045 is required for all students who want to go on to calculus. (Note: MATH 1035 is also required for students ~~that~~ who take MATH 1030 and want to take MATH 1800.)

ALEKS math placement scores used to satisfy prerequisites are valid for approximately 11 months. For exact dates, go to <http://www.umsl.edu/~campustesting/mathplacement.html>. Also, ALEKS math placement scores that are used to satisfy prerequisites for courses below MATH 1800 do not need to be obtained in a proctored environment.

Information about the ALEKS math placement test is available on the University's homepage at <http://www.umsl.edu/~campustesting/mathplacement.html>.

Communication (3 hours)

Value Statement/Area Definition

~~Students will become proficient in verbal communication, enhance their ability to analyze and use communication effectively, and engage with others constructively across contexts.~~ Communication Core courses develop effective use of the spoken English language essential to academic success. A solid foundation in verbal communication promotes the ability to speak and listen to others fostering the ability to secure a job, maintain healthy relationships, and promote healthy self expression.

Student Outcomes

~~Communication courses are defined as those which:~~ After successful completion of the Communication requirement students will be able to:

- ~~• are based in the English language and assume conversational fluency~~
- ~~• emphasize verbal communication over other forms~~
- ~~• involve analytical and practical skill building in oral communication~~
- ~~• require multiple assessments or evaluations of oral communication skills~~
- analyze evaluate their own and others' oral expression
- create and clearly deliver oral presentations to targeted audiences employing effective syntax, vocabulary, grammar, and mechanics
- tailor messaging to diverse audiences to achieve a given purpose
- communicate effectively in groups by listening, reflecting, and responding appropriately and in context

The Communication Proficiency requirement may be met through one of the following courses:

COMM 1030	Interpersonal Communication I (MOTR COMM 120)	3
COMM 1040	Introduction to Public Speaking (MOTR COMM 110)	3
COMM 1042	Reacting to the Past: Communication	3

COMM 2230	Small Group Communication (MOTR COMM 125)	3
COMM 2240	Persuasive Communication	3
EDUC 2222	Interpretation: Connecting Audiences and Meaning	3
HONORS 2001	Topics in Communication Proficiency	3
HONORS 2010	Inquiries in The Humanities (Public Speaking or Storytelling: The Oral Tradition only)	3
NURSE 1050	Communication for the Healthcare Professional	3
NURSE 2105	Communication in the Nursing Profession	3
THEATR 2241	Argumentation and Debate	3

Additional courses that may meet this requirement:

1. A Course designated as a Verbal Communication course in transfer
2. Future courses, or specific sections of future topics courses, as approved by the General Education Committee

Information Literacy (3 hours)

Value Statement/Area Definition

~~Students will become literate in accessing and analyzing information to further learning inside and outside the classroom and to become fully aware participants in the inter-connected global community.~~ Information Literacy Core courses consider what it means for information to be accurate and used appropriately. Courses in this area center around access and analysis of written, oral, visual, or numerical information. Students analyze their own and others' biases and carefully evaluate

contextual factors surrounding information. These foundational courses prepare students to further their use of information literacy as participants within our interconnected global community.

Student Outcomes

~~Information Literacy courses are defined as those which:~~ After successfully completing the Information Literacy requirement, students will be able to:

- ~~• focus on the analysis and evaluation of information for objective accuracy, valid use, or appropriate construction~~
- ~~• use contemporary technologies to research, retrieve, synthesize, construct, or present information as needed for academic disciplines~~
- ~~• provide foundational skills that can be applied to any major or discipline~~
- ~~• require multiple assessments and evaluations of information sources for objectivity, accuracy, validity, etc.~~
- effectively define the scope and purpose of a project
- use appropriate tools and contemporary technologies to access information through effective, well-designed search strategies
- identify relevant, reliable sources of information
- critically analyze and evaluate the accuracy, validity and potential bias of information
- organize, synthesize and communicate information from a variety of sources with clarity and depth

The Information Literacy requirement may be met through one of the following courses:

ATM SCI 1002	Earth Climate Studies	3
CMP SCI 1012	Learning to Program Using Virtual Worlds	3
CMP SCI 1250	Introduction to Computing	3
CHEM 2223	Quantitative Analysis in Chemistry	3
CRIMIN 2210	Research Methods in Criminology and Criminal Justice	3

CRIMIN 2220	Statistical Analysis in Criminology and Criminal Justice	4
ED TECH 2230	Information Literacy	3
EDUC 2002	Social Entrepreneurship	3
ENGL 2110	Information Literacy	3
HONORS 1130	Western Traditions: Social and Behavioral Sciences (Science Vs Pseudo-science in Archaeology only)	3
HONORS 2002	Topics in Information Literacy	3
HONORS 2010	Inquiries in The Humanities (Media Literacy only)	3
HONORS 2030	Inquiries in the Social and Behavioral Sciences (Evaluating the Media: A Theoretical Approach only)	3
INFSYS 1800	Computers and Information Systems ¹	3
INFSYS 2800	Information Systems Concepts and Applications	3
MATH 1105	Basic Probability and Statistics	3
MATH 1310	Elementary Statistical Methods	3
MATH 1320	Introduction to Probability and Statistics	3
MEDIA ST 1065	Internet Media	3
PHIL 2280	Minds, Brains, and Machines	3

PSYCH 2201	Psychological Statistics	4
PSYCH 2219	Research Methods in Psychological Science	3
SOC 2280	Technology and Society	3

¹ Proficiency may be earned through placement test. Students who fulfill their information literacy through a placement test must take an additional General Education course in order to have a total of 42 credit hours of General Education courses.

Additional courses that may meet this requirement:

1. A course designated as an Information Literacy course in Transfer
2. Future courses, or specific sections of future topics courses, as approved by the General Education Committee

American History and Government (3 hours)

Value Statement

~~Students will understand important facets of American history and its governmental structures from colonization to present day.~~ American History and Government courses delve into the foundational aspects of American society. The United States offers a multitude of diverse aspects to study. The further comprehension of the roots of current society enlighten and enhance understanding of events in today's world.

Courses offered here fulfill Section 170.011.1 of the Missouri Revised Statutes, 2015, which states that all candidates for a degree issued by a college or university in the state of Missouri must have “satisfactorily passed an examination on the provisions and principles of the Constitution of the United States and of the state of Missouri, and in American history and American institutions.”

Outcomes

~~The American History and Government Requirement may be met through one of the following courses~~ After successfully completing the American History and Government requirement, students will be able to:

- ~~• explore significant events in the history of American civilization from colonization to present day~~
- ~~• delineate major social movements in American history (e.g., suffrage, prohibition, civil rights)~~
- ~~• emphasize the structures of American government such as criminal, economic, legal, political, social, military policies~~
- ~~• require multiple assessments and evaluations to demonstrate knowledge specific events or policies and their consequences potential implications~~
- describe how the underlying principles of the Constitutions of the United States and the state of Missouri shape American society
- identify the various structures of American government
- examine events and social movements and the ways they impact interpretation of American history

~~Students satisfactorily complete a course or courses in American history or government taken at UMSL or at other colleges or universities Missouri. Transfer students should check with the Dean's Office of their division to determine if they have fulfilled this requirement.~~

The American History and Government Requirement may be met through one of the following courses:

CRIMIN 1100	Introduction to Criminology and Criminal Justice	3
ECON 2800	History of American Economic Development	3
GS 2020	Women and Social Movements in U.S. History	3

HIST 1001	American Civilization to 1865 (MOTR HIST 101)	3
HIST 1002	American Civilization 1865 to Present (MOTR HIST 102)	3
HIST 1003	African American History	3
HIST 2004	The Civil War Era: Slavery, Emancipation, and the Greater Reconstruction	3
HIST 2005	Becoming Modern America: From the Gilded Age to the Great Depression	3
HIST 2020	Women and Social Movements in U.S. History	3
HIST 2800	History of American Economic Development	3
HONORS 1230	American Traditions: Social and Behavioral Sciences	3
HONORS 2003	Topics in American History and Government	3
POL SCI 1100	Introduction to American Politics (MOTR POSC 101)	3
POL SCI 2260	Law, Politics and Society	3
POL SCI 2280	Judicial Politics	3
POL SCI 2290	Gender and the Law	3
POL SCI 2300	State Politics	3
POL SCI 2320	African Americans and the Political System	3

General Education Requirements, Explore Areas

Explore Area Descriptions

Courses used to fulfill core area requirements may not be applied to the explore area requirements.

Humanities and Fine Arts (9 hours)

Value Statement/Area Definition

~~Students will have a deeper knowledge of the human experience and creative expression through visual and performing arts.~~ Critical thinking in humanities and arts disciplines often goes beyond the purely pragmatic and involves encountering and actively participating in the complexity of the human condition. Creative, expressive and evaluative ways of thinking and design lead to meaningful understanding of the past, present and future of the world in which we live.

Student Outcomes

- ~~Humanities and Fine Arts Explore courses are defined as those which:~~
Upon completion of the required credit hours in this category, students will be able to:
 - ~~focus on helping students understand, analyze, and explore human thought/actions and creation.~~
 - ~~provide critical/foundational discipline-specific skills that contribute to personal growth and well-being~~
 - ~~encourage a sense of connection to our shared and diverse pasts and to our contemporaries~~
 - ~~promote living in and contributing to various communities~~
- explain the ways in which humanistic and/or creative expression throughout the ages reflect the culture and values of its time and place
- analyze the ways in which both change and continuity have affected human experience

- identify the relationships among ideas, text, and/or creative works and their cultural and historical contexts
- frame a comparative context to critically assess the ideas, forces, and values that have created the modern world

~~These criteria must be evident in syllabus, assignments, and/or grading rubrics if the department/discipline is not identified as a Fine Art or as Humanities/Humanistic Studies in the NCES Classification of Instructional Programs (CIP).~~

Requirements

This requirement is satisfied by completing 9 hours of coursework at the 1000 or 2000 level selected from at least two of the following areas: Art, Art History, English, Foreign Languages (FGN LANG), History, Music (EN PER and M H L T), Philosophy, Theater; and Entrepreneurship, Interdisciplinary, Gender Studies and Honors courses with the Humanities or Fine Arts designation; and transfer courses designated as Humanities and Fine Arts general education courses at peer institutions and institutions with whom UMSL has an articulation agreement.

Social Sciences (9 hours)

Value Statement/Area Definition

~~Students will understand and have the ability to view individual and social behavior/society from a variety of perspectives utilizing scientific methods.~~ Using scientific methods and evidence-based approaches to focus on individual, social, and cultural aspects of behavior, social and behavioral science courses examine and explain human beings and their varied behaviors.

Student Outcomes

- ~~Social Sciences Explore courses are defined as those which:~~ Upon completion of the required credit hours in this category, students will be able to:
 - ~~the principle focus is on human society, including individual behavior and social relationships based on scientific principles~~

- ~~• reflect foundational, discipline-specific knowledge that informs the human condition~~
- ~~• use multiple assessments of content knowledge within the social science framework~~
- critically analyze how individuals are influenced by social institutions, structures, and processes and how these may contribute to diverse perspectives
- identify theory and qualitative or quantitative evidence to examine individual, social, and/or cultural phenomena
- identify and critique ethical positions or arguments based on research in the social and behavioral sciences

~~These criteria must be evident in syllabus, assignments, and/or grading rubrics if the department/discipline is not identified as a Social Science in the NCES Classification of Instructional Programs (CIP).~~

Requirements

This requirement is satisfied by completing 9 hours of coursework at the 1000 or 2000 level selected from at least two of the following areas: Accounting, Anthropology, Business Administration, Communication, Criminology and Criminal Justice, Economics, Educational Psychology, Entrepreneurship, Finance, Geography, Media Studies, Political Science, Psychology, Social Work, Sociology, Sport Management; and Interdisciplinary, Gender Studies, and Honors courses with the Social Sciences designation; and transfer courses designated as Social Sciences general education courses at peer institutions and institutions with whom UMSL has an articulation agreement.

Mathematics and Life/Natural Sciences (9 hours)

Value Statement/Area Definition:

~~Students will expand mathematical abilities and have an understanding of the branches of science that deal with living things and the physical world.~~ Courses in this area will inform and engage students in the practice of the scientific and computational approaches needed in order to appreciate and interpret the physical, natural and quantitative world around them. These approaches will enable students to grasp basic aspects of the workings of the universe, of nature and living systems, and/or of the quantitative and abstract reasoning needed to discuss and evaluate

from a rational perspective many of the issues and phenomena they will encounter throughout their lives.

Student Outcomes

~~Mathematics and Life/Natural Sciences Explore courses are defined as those which~~
Upon completion of the required credit hours in this category, students will be able to:

- ~~• emphasize mathematical concepts and/or use scientific methods to understand the physical world~~
- ~~• use multiple assessments of computational and/or content knowledge within the mathematical and life/natural sciences framework~~
- analyze and evaluate a scientific hypothesis or technical process
- use basic scientific language and processes and be able to distinguish between scientific and non-scientific explanations
- use mathematical concepts and/or symbolic representations together with scientific methods to understand the physical or natural world
- solve problems using mathematical, statistical, computational or symbolic methods

~~These criteria must be evident in syllabus, assignments, and/or grading rubrics if the department/discipline is not identified as a Mathematics and Statistics, Biological and Biomedical Sciences, or Physical Sciences in the NCES Classification of Instructional Programs (CIP).~~

This requirement is satisfied by completing 9 hours of coursework at the 1000 or 2000 level selected from at least two of the following areas: Astronomy, Atmospheric Science, Biology, Chemistry, Computer Science, Geology, Information Systems and Technology, Mathematics, Physics; and Interdisciplinary and Honors courses with the Mathematics and Life/Natural Sciences designation; and transfer courses designated as Mathematics and Life/Natural Sciences general education courses at peer institutions and institutions with whom UMSL has an articulation agreement.

~~Note: Gender Studies and Military and Veterans Studies courses that are cross-listed with disciplinary designations at the 1000 and 2000 levels may also be used to fulfill the explore area requirements.~~

Rationale

In preparation for building an assessment plan for the UMSL General Education curriculum, the Gen Ed committee proposes a revised set of area definitions framed as value statements and a list of measurable student learning outcomes for each of the Gen Ed Core and Explore areas. The recommended revisions communicate what we value in each area and better communicate the skills and abilities students will achieve after completing each area. These changes are critical to implementing an assessment plan for the Gen Ed curriculum, a requirement for HLC re-accreditation.