General Education Proposal
MSU-Northern
January 25, 2005 Final

Purpose

As a member of the Montana University System, MSU-Northern provides programs that stimulate critical analysis and effective communication. Students should also expand their cultural horizons with exposure to the creative arts, sciences, humanities, and technology to achieve an understanding of the political, social, economic and ethical mores within the setting of their studies. To this end, the common core curriculum for all undergraduate students will enable students to reach their intellectual potential, to become contributing members of society, and to compete more successfully in our rapidly changing and increasingly complex world.

The purpose of core courses is to ensure a wide-ranging general education regardless of the student's major or area of study. Core courses allow students to reaffirm their common experiences, redefine their common goals, and confront their common problems. Core courses emphasize communication and techniques of creative inquiry in a variety of disciplines.

Core courses will require students to do the following:

1. Articulate effectively, and be able to critically evaluate the expressive communication of self and others

2. Appreciate lifelong learning and the value of adapting to and creating change

3. Demonstrate intellectual curiosity

4. Demonstrate awareness that moral and ethical choices affect how decisions and judgments influence immediate and long-term impact on self and others

5. Understand the experimental method of the sciences as well as the creative approaches of the arts

6. Develop an appreciation of other cultures as well as an understanding of global issues

7. Develop an appreciation of the past, current and future uses of technology and its influence on society

Specific Outcomes for Each Discipline

Each general education course is designed to enhance diverse thinking, communication skills, and other student abilities that can be assessed. In addition, each category is designed to develop specific skills and expand the students' ability to understand themselves, others, and the world.

All students seeking an associate of arts, associate of science, or bachelor's degree at Montana State University-Northern are required to fulfill course work within each of the nine General Education categories that follow:

Category I Communication	6 credits
Category II Mathematics	3 credits
Category III Natural Sciences (with Lab)	6 credits
Category IV Social Sciences	3 credits
Category V History	3 credits
Category VI Cultural Diversity	3 credits
Category VII Fine Arts	3 credits
Category VIII Humanities	3 credits
Category IX Technology	3 credits
Total General Education Credits	**33 credits**

The Basis for Assessment

The nine categories enable students to expand their cultural horizons with exposure to the creative arts, sciences, humanities and technology to achieve an understanding of the political, social, economic and ethical mores within the setting of their studies.

The Framework for General Education Assessment

Skills Development And Application

1. Develop effective writing skills.
   a. Demonstrate knowledge of and competence in the use of conventional written forms: mechanics, spelling, punctuation, syntax, grammar, etc.
   b. Demonstrate ability to apply knowledge of writing strategies.
   c. Demonstrate the ability to undertake and accomplish original work in written form.
2. Develop effective mathematical/logical skills.
   a. Demonstrate ability to understand quantitative measures.
   b. Demonstrate ability to use quantitative skills to solve problems.
   c. Develop ability to use logical skills to make judgments.
3. Develop effective reading skills.
   a. Demonstrate an ability to negotiate a variety of text types and formats.
   b. Demonstrate an ability to respond coherently to text contents.
   c. Demonstrate an ability to use a variety of text types and formats to construct knowledge.

Social And Cultural Development

1. Develop an appreciation of social organization.

      a. Demonstrate an understanding of social organization.

      b. Demonstrate ability to work productively in a variety of social situations.

      c. Demonstrate ability to reflect on the dynamics within and among social organizations.

2. Develop an appreciation of cultural diversity.

      a. Demonstrate social consciousness.

      b. Demonstrate social responsibility.

      c. Demonstrate an understanding of the diversity of human cultures.

3. Develop an appreciation of human culture.

      a. Demonstrate knowledge of the philosophical, social, psychological, and biological foundations of human culture.

      b. Demonstrate understanding of interaction among social cultural, physical, and technological environments.

Ethical Development

1. Reflect on and appreciate personal moral development and social ethics.

      a. Demonstrate understanding of the relationship between actions and consequences.

      b. Demonstrate an understanding of the relationship among ethics, justice, and law.

      c. Demonstrate an ability to make responsible personal choices.

Specific Outcomes for Each Category

Each general education course is designed to enhance diverse thinking, communication skills, and other student abilities that can be assessed. In addition, each category is designed to develop specific skills and expand the students' ability to understand themselves, others, and the world. Instruction will provide the opportunity for students to gain an appreciation of the importance of critical analysis and effective communication that reflects students' developmental growth in understanding the political, social, economic, and ethical mores with the setting of this discipline. Instruction will integrate and demonstrate the appropriate use of technology for effective learning.

Measurable skills are expected from each category. Courses in each category will address some, if not all, of the listed skills. They are as follow:

Category I – Communication
Students are expected to demonstrate the following outcomes upon successfully completing this category:

1. Write clear, accurate sentences and paragraphs in standard American English.

2. Write extended papers which effectively develop and support theses, tell stories, describe events, and/or express feelings, insights and personal values.

3. Demonstrate the ability to communicate effectively in written form through the sorts of writing most common in the student's chosen career area.

4. Identify and incorporate research materials into informative and analytical writing.

5. Demonstrate the ability to select, develop and deliver an effective oral presentation to a target audience for specific purposes.

6. Demonstrate an awareness of the oral communication process, including critical listening skills.

Category II - Mathematics
 Students are expected to demonstrate the following outcomes upon successfully completing this category:

1. Solve problems through mathematical reasoning using calculators and computers
2. Describe or demonstrate how mathematical models or statistical designs are used to obtain knowledge in several disciplines
3. Perform mathematical applications beyond intermediate algebra
4. Demonstrate understanding of the discipline of mathematics through multiple means of oral, written and visual assessment

Category III - Natural Sciences
 Students are expected to demonstrate the following outcomes upon successfully completing this category:

1. Describe the processes of observation, problem identification, hypothesis formulation, experimentation and verification which underlie scientific advancement.
2. Systematically develop principles for comprehension of the natural world
3. Demonstrate an appreciation for Laboratory Practice:

   a. Demonstrate the ability to design an experiment.

   b. Identify a properly designed experiment.

   c. Study physical objects in a direct manner which yields verifiable knowledge.

   d. Utilize laboratory equipment in a way that helps one appreciate both the power of technology and the dependence of contemporary scientific insight on the technology.

Category IV - Social Sciences
 Students are expected to demonstrate the following outcomes upon successfully completing this category:

1. Describe the diversity of focus, methodology and intention among the social sciences and within at least one of them.
2. Discuss the role and impact in daily existence of such major social institutions as the family, education, business, government, and religion.
3. Analyze how institutions and traditions are born, evolve, and die, and how they shape the lives of individuals.
4. Identify how the social sciences study human development, behavior, and health (sickness), and set forth influential psychological and sociological theories about these issues.
5. Gather information, analyze data, and draw conclusions in selected areas of the social sciences.

Category V - History
 Students are expected to demonstrate the following outcomes upon successfully completing this category:

1. Recognize processes of continuity and change which have shaped events up to the present.
2. Identify and describe the characteristics of a major era in world history or international relations, thereby providing a framework for comprehending aspects of human experience.
3. Explain how human experiences give rise to movements, institutions, traditions, and ideas which have a subsequent influence.
4. Analyze factors leading to the dominance or suppression of selected racial, gender, ethnic, class, and religious groups.
5. Analyze of the extent to which individuals (in contrast to physical or social forces) are able to influence events, making reference to illuminating examples.
6. Use factual and interpretive data to support historical or political hypotheses.

Category VI - Cultural Diversity
 Students are expected to demonstrate the following outcomes upon successfully completing this category:
1. Describe and compare the political, socio-economic, philosophical-spiritual, historic, scientific and literary-creative perspectives of various ethnic groups or cultures.
2. Analyze social problems, social structures and human behaviors of an ethnic group or culture
3. Examine how generalizations are developed and how stereotyping and prejudice have been

addressed historically and currently.

Category VII - Fine Arts
 Students are expected to demonstrate the following outcomes upon successfully completing this category:

1. Demonstrate skills in practice of a fine art such as visual art, performing art, or literary art.

2. Describe the basic elements and practices of a fine art during the important eras of its development.

3. Make informed judgments concerning the aesthetic, entertainment, and intellectual value of a work in an area of fine art.

4. Recognize contributions of literature, music, theatre, or visual art in the development of insight into human capabilities, dilemmas, and aspirations.

5. Develop an appreciation for the creative process in developing concepts in a fine art work.

Category VIII - Humanities
 Students are expected to demonstrate the following outcomes upon successfully completing this category:

1. Discuss great works of literature, drama, or visual art which have decisively influenced or been influenced by the course of history.

2. Describe and critically assess prominent theories about the nature of reality, the qualities of the good life, and the ways in which life may be meaningful.

3. Be able to compare the beliefs of different cultures reflected by literature, music, art and language.

4. Articulate a tentative personal philosophy of life informed by experience and study

Category IX - Technology
 Students are expected to demonstrate two or more of the following outcomes upon successfully completing this category:
1. Explain the impact of technology on society and conversely, how society impacts technology in a historical, present and future sense
2. Critically assess current and future trends in technology
3. Describe the past and future implications of technology on society
4. Explicate the historical importance of technology in societal change and the role of technology in future changes
5. List technology's role in problem solving and communication
6. Describe the ethical, legal and social concerns stemming from advances in technology
7. Demonstrate an ability to use technology within a discipline
8. Demonstrate an introductory level of technology literacy

The following courses will satisfy the various categories of general education. If general education core classes are required in a program area, they can be counted towards fulfilling the general education core as well as the program requirement. Students who transfer course work to MSU-N will have general education courses counted in the same category as the transferring institution, even if the course is not offered at MSU-N. **NOTE:** Different departments and academic units specify particular courses within a category to meet degree requirements. Students are urged to consult their academic advisor and the course requirements for their degree prior to selecting courses in General Education.

Category I – Communication (6 credits)

ENGL 112 or ENGL 111 or SPCH 141 or 142 or ENGL 366

Category II – Mathematics (3 credits)

Math 110 or higher

Category III - Natural Sciences (6 credits)

One needs to meet the requirement of a science with a lab. See course descriptions to verify this requirement.

BIOL	TSCI 230
CHEM	TSCI 304
ESCI	TSCI 320
GSCI	
NSCI	
PHYS	
TSCI 110	

Category IV - Social Sciences (3 credits)

CMSV 101	POL 134	PSYC 101	SOC 101
ECON 241	POL 235	PSYC 205	SOC 240
ECON 242	POL 303	PSYC 315	SOSC 201
ECON 346			

Category V – History (3 credits)

HIST 131	HIST 142
HIST 132	HIST 216
HIST 141	HIST 374

Category VI - Cultural Diversity (3 credits)

NAS 105	NAS 331	SPAN 105
NAS 220	NAS 350	
NAS 310	NAS 364	
NAS 330	SOC 315	

Category VII - Fine Arts (3 credits)

ART 115	ART 353	GDSN 270
ART 120	ART 361	MUS 110
ART 150	ART 362	
ART 151	DRMA 109	
ART 204	ENGL 311	

Category VIII – Humanities (3 credits)

ART 100	ENGL 310
ENGL 114	ENGL 330
ENGL 201	ENGL 385
ENGL 202	HUM 201
ENGL 214	MUS 101
ENGL 221	PHIL 200
ENGL 222	PHIL 210
ENGL 309	

Category IX – Technology (3 credits)

Instructors/departments will have until March 1, 2006 to submit courses (existing courses, possibly with new course descriptions) to the general education committee that will fulfill the outcomes of this category.

AA and AS transfer degrees will have the same general education core as the BS/BA degrees

AAS degrees must include the following:

Communication
Math
Technology and/or Human Relations

Refer to specific program for related-skills requirements.

Review courses and outcomes if necessary.