

# Purpose Statement

At the root of a liberal arts education is a group of courses that are usually referenced as general education requirements. To define this group of courses at McPherson College the faculty first identified qualities that would demonstrate the “ideal McPherson College graduate.” McPherson College’s general education program provides an opportunity for the development of a life-long learner who...

- Speaks and writes clearly and effectively;
- Acquires and evaluates information;
- Understands and is able to use mathematical properties, processes, and symbols;
- Understands religion and spiritual traditions as a quest for human identity and has examined his/her own beliefs;
- Understands the concept of holistic health and is conscious of his/her physical, emotional and spiritual well-being;
- Understands the cultural diversity of our global community;
- Assesses value conflicts in issues and makes informed ethical decisions;
- Understands the role of service and peace-making in the historical context of McPherson College and the Church of the Brethren;
- Integrates knowledge and experience with exploration and choice of career;
- Appreciates the arts and literature and is able to make informed aesthetic responses;
- Understands his/her relationship to the physical and biological world and the methods of science;
- Understands the economics, social, and historical contexts of society;
- Thinks critically and creatively;
- Demonstrates the appropriate use of technology within his/her academic discipline.

To this end, all students at McPherson College are expected to complete a common set of general education requirements, defined in terms of foundations, seminars, and distribution courses. Students must complete all the general education requirements as outlined below in order to graduate.

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## Foundation Courses

*A. Oral Communication:* Students will (1) demonstrate effective oral presentation skills, (2) adapt messages to specific audiences, (3) practice effective listening, (4) organize messages in a coherent and meaningful way, and (5) determine appropriate channels for message delivery.

*Required: 1 Course*

G-CM 130 Interpersonal Communication

G-CM140 Public Speaking

G-CM218 Business and Professional Communication

*B. Written Communication & Information Literacy:* Students will (1) write with skill and express complex ideas with clarity and (2) demonstrate that they understand and can use techniques of locating, retrieving, and evaluating information.

*Required: 4 Courses*

G-EN 110 College Rhetoric I

G-EN 111 College Rhetoric II

2 Language Intensive (LI) courses with at least one LI course in the student’s major department.

### Speaking Component

(1) Informal oral communication exercises should be used frequently in the LI classroom. Most often, these will consist of required participation in small group and class discussions. LI instructors can make even routine student participation in class discussions and activities into helpful oral communication exercises simply by (a) raising students’ consciousness about the variety of signals they send when they speak informally in class, and (b) helping students eliminate their careless habits in speech and delivery.

(2) At least one formal oral presentation should be included in the LI course. The presentation, probably brief, may be delivered to part or all of the class, or some other audience. It may derive from a formal writing assignment, recast for oral delivery.

### Writing Component

(1) Informal writing assignments should be frequent, perhaps one per class session, but certainly one per week. Most informal writing activities are in the “writing to learn” mode; that is, they are intended to push students to read, think about, and interpret course material more carefully and deeply than they otherwise might do. From a handful of basic, informal writing models, such as journals and microthemes, LI instructors can improvise an almost endless array of specific informal writing activities.

(2) Formal writing assignments should be substantial (but the meaning of “substantial” depends upon the course and the exact nature of the

assignment.) There should be at least one formal, polished piece of writing. Whenever possible, LI instructors should give formal assignments in stages, conference with students over drafts, and allow ample time for revision(s).

G-AR310 Art History I  
G-AR311 Art History II  
BA339 Human Resource Management  
BA475 Business Strategy & Policy  
BI391 Evolution  
CI455 Teaching Learning Process  
G-CM130 Interpersonal Communication  
G-CM218 Business & Professional Communication  
G-CM221 Intercultural Communication  
CM475 Senior Seminar in Communications  
G-EE210 Children's Literature  
EE303 Reading/Language Arts I  
G-EN210L World Literature I (4 hours)  
G-EN220L World Literature II (4 hours)  
EN250L American Literature I (4 hours)  
G-EN255L American Literature II (4 hours)  
G-EN270L Fiction (4 hours)  
EN313 Expository Writing  
G-EN370L Poetry (4 hours)  
HI475 Senior Theses  
IT475 Senior Projects in Information Tech.  
G-MA290 History of Mathematics  
MA475 Senior Project in Mathematics  
G-ML209 Spanish II  
G-NS100L Science and Society (4 hours)  
NS300 Research Methods  
NS475 Senior Research  
G-PA385 Performing Arts History & Literature I  
G-PA390 Performing Arts History & Literature II  
PA475 Senior Projects in Performing Arts  
PE380 History & Philosophy of Health, PE, Sport  
G-PR102 Intro. to New Testament  
G-PR104 Ethics (4 hours)  
G-PS215 Global Peace Studies  
PY450 History and Systems of Psychology  
PY/SO475 Senior Thesis  
G-TE333 Technology & Society  
TE475 Senior Project

C. *Mathematics*: Students will demonstrate that they understand and can use mathematical properties, processes, and symbols.

*Required: 3-4 hours chosen from the following:*

G-MA105 College Algebra  
G-MA111 Calculus I  
G-MA201 Survey of Mathematics  
G-MA220/G-BA220 Business Applied Statistics  
G-MA221 Elementary Applied Statistics  
G-MA153 Principles of Geometry

D. *Religion/Beliefs/Values*: Students will (1) demonstrate that they have examined their personal philosophy of life and can articulate their position on religious or philosophical issues; and (2) demonstrate an understanding of how values are formed, transmitted, and revised.

*Required: 3-4 hours chosen from the following:*

G-PR101 Introduction to Hebrew Bible  
\*G-PR102 Introduction to New Testament  
\*G-PR104 Ethics  
G-PR201 Introduction to Philosophy  
G-PR202 History of Christianity  
G-PR203 Science and Religion  
\*G-PR391 Evolution  
G-PR401 World Religions

## G-PA125 Film and Culture

*E. Wholeness/Health/Fitness:* Students will (1) develop a personal strategy for life-long health and fitness, with an emphasis on the physical domain; (2) demonstrate an understanding of the reciprocal nature of the cognitive, affective, and physical domains; and (3) demonstrate an understanding of the principles of wellness, both interventive and preventive.

*Required: 2 hours chosen from the following:*

G-PE150 Concepts in Holistic Health

G-PE170 Personal & Community Health

*F. Global/Intercultural Experience:* Students will (1) demonstrate a broad cultural view of humankind; and (2) show that they understand the interconnected global environment.

*Required: 3 hours+ chosen from the following:*

G-CI251 Introduction to Education Practicum

G-CI333 Intercultural Education Seminar

\*G-CM221 Intercultural Communication

\*G-EN210 World Literature I

\*G-EN220 World Literature II

G-ET201: Entrepreneurship on the Horizon

G-HI210 International Travel Study in World History

G-MA290 History of Mathematics

G-ML108 Spanish Level I

G-ML109 Spanish Level II

G-ML208 Spanish Level III

G-ML209 Spanish Level IV

G-ML350 Junior Year Abroad

G-PS130 Principles of Geography

\*G-PS215 Global Peace Studies

G-SO202 Minorities in the U.S.

\*G-TE333 Technology in Society

G-PR401 World Religions

+Students completing a Bachelor of Arts degree must take G-ML108 Level I Spanish for three hours as well as three additional hours in the Global/Intercultural Experience Foundation. These students will be required to take only one Language Intensive (LI) course.

## College Seminars

In the seminar series, students will demonstrate (1) that they have explored traditional Church of the Brethren values; (2) that they understand service-learning and can complete a service project; (3) that they can make informed ethical decisions in personal and professional situations; and (4) that they have investigated career options in the fields of study. In addition, the various seminars address the following goals.

- A. *G-ID 101 Academic Community Essentials (ACE) Seminar:* Students will show that they have learned about college life, create a degree plan, and practice good study skills, critical thinking, and conflict resolution.
- B. *G-ID 201 Sophomore Seminar:* Students will complete a service project, develop a career plan, and show that they have explored internship options.
- C. *Junior Seminar:* Working closely with faculty in their fields, students will show that they have explored professional and service options and have fulfilled other objectives as determined by department faculty.
- D. *Senior Capstone Experience:* Students will complete a senior project, as designed by department faculty.

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## Distribution Courses

### Humanities:

*Required: 6 hours, with a course of at least two hours from each category: the arts and literature*

*The Arts:* Students will show that they have a critical knowledge of creativity in the Fine Arts.

G-AR101 Drawing I

G-AR102 Painting I

G-AR220 Graphic Design for Non-Art Majors  
 \*G-AR310 Art History I  
 \*G-AR311 Art History II  
 G-AR131 Ceramics I  
 G-AR350 Sculpture  
 G-PA110 Intro. Performing Arts  
 G-PA120 Music Appreciation  
 G-PA140 College Band  
 G-PA142 College Choir  
 G-PA160 Performing for the Stage  
 G-PA170 Stagecrafts

*Literature:* Students will demonstrate that they have learned how literature artfully structures people's experiences, values, and cultures.

\*G-EE210 Children's Literature  
 \*G-EN210 World Literature I  
 \*G-EN220 World Literature II  
 G-EN235 Selected Topics in Literature  
 \*G-EN255 American Literature II  
 \*G-EN270 Fiction  
 \*G-EN370 Poetry  
 G-PA265 Script Analysis  
 \*G-PA385 Performing Arts Literature & History I  
 \*G-PA390 Performing Arts Literature & History II

## Science and Technology:

*Required:* 7 hours, one lab, one course from life and one course from physical sciences

*Life Sciences and Physical Sciences:* Students will demonstrate (1) that they have developed an understanding of contemporary scientific thought regarding the structure and function of the physical and biological world; (2) that they know about historical changes in the scientific understanding of the world and (3) that they understand and have experienced some of the methods and processes of the natural sciences.

### *Life Sciences*

G-BI101 Principles of Biology  
 G-BI106 Environmental Biology  
 G-BI111 College Biology I  
 G-BI201 Biodiversity  
 G-BI210 Nutrition  
 \*G-NS100 Science & Society(4 hours)  
 G-NS141 Environmental Science

### *Physical Sciences*

G-CH101 Principles of Chemistry  
 G-CH106 Environmental Chemistry  
 G-CH111 College Chemistry I  
 \*G-NS100 Science & Society (4 hours)  
 G-NS141 Environmental Science  
 G-NS245 Climatology  
 G-PC251 Geology  
 G-PC275 Astronomy  
 G-PH215 General Physics I

## Social Sciences:

*Required:* 9 hours, one each from behavioral sciences, social institutions, and history

*Behavioral Sciences:* Students will demonstrate that they understand how to appreciate themselves and others as psychological and sociological beings. Specifically, students will show that they comprehend how they are both participants in and products of interactions at the level of the individual, the group, and the society.

G-CM120 Introduction to Human Communication  
 G-PY101 Introduction to Psychology  
 G-SO101 Introduction to Sociology  
 G-SO246 Marriage and Family

*Social Institutions:* Students will demonstrate an understanding of how various social, economic, and political systems originate and evolve to shape our lives and an understanding of how individuals and groups interact within these systems.

G-BA101	Introduction to Business
G-BA230	Personal Finance
G-CI150	Introduction to Education
G-EC416	Ecological Economics
G-ET201	Entrepreneurship on the Horizon
G-PS/HI101	Historical Introduction to Politics
G-PS102	U.S. Government
G-PS125	International Relations
G-SO246	Marriage and Family

*History:* Students will demonstrate scholarship in the study of history, historical and political awareness, and critical and analytical skills in at least one area of world civilization.

G-HI/PS101	Historical Introduction to Politics
G-HI110	World Civilization to 1500
G-HI120	World Civilization since 1500
G-HI130	Introductory Methods for Historical Analysis
G-HI201	American History to 1865
G-HI202	American History since 1865
G-HI220	Twentieth Century Europe
G-HI217	Latin American History
G-HI236	Topics in Social History