

# General Education 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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## General Education Foundation Courses

### A. Oral Communication:

**Student Learning Outcome:** Students should be able to deliver messages appropriate to their audience, purpose, and context.

**Performance Indicators** – Students should be able to:

1. Perform verbal and nonverbal communication behaviors that illustrate the competency of an effective communicator.
2. Support and organize their ideas in a coherent manner.

*Required: 1 Course*

**G-CM130** Interpersonal Communication

**G-CM140** Public Speaking

**G-CM218** Business and Professional Communication

### B. Written Communication & Information Literacy

**Student Learning Outcome for Written Communication:** Students should be able to write with skill and clarity.

**Performance Indicators** – Students should be able to:

1. Produce writing that shows an awareness of audience.
2. Demonstrate effective participation in the writing process.
3. Coherently organize their writing.
4. Produce writing that shows careful attention to craft.

**Student Learning Outcome for Information Literacy:** Students should be able to demonstrate ethical and efficient use of information.

**Performance Indicators** – Students should be able to:

1. Show that they can find appropriate sources.
2. Show that they can evaluate the reliability of sources.
3. Use information from sources appropriately in their work.

*Required: 4 Courses*

**G-EN110** College Composition I

**G-EN111** College Composition II

Students pursuing a Bachelor of Arts are required to take Spanish and one Language Intensive (LI) course in their major department. Students pursuing a Bachelor of Science are required to take 2 Language Intensive courses with at least one LI course in the student's major department.

### **Language Intensive - Oral and Written Communication**

**Student Learning Outcome for Oral Communication:** Students should be able to clearly voice a coherent message.

**Performance Indicators** - Students should be able to:

1. Show that they can speak clearly and audibly.
2. Support their ideas with appropriate research.

### **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.

**Student Learning Outcome for Written Communication:** Students should be able to write with skill and clarity.

**Performance Indicators** - Students should be able to:

1. Produce writing that shows an awareness of audience.
2. Demonstrate effective participation in the writing process.
3. Coherently organize their writing.
4. Produce writing that shows careful attention to craft.

### **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).

### **Courses designated as Language Intensive:**

**G-AR310** Art History I

**G-AR311** Art History II

**BA 324** Organizational Behavior

**BA 339** Human Resource Management

**BA 475** Business Strategy & Policy

**BI 391** Evolution

**CI 455** Teaching Learning Process

**G-CM130** Interpersonal Communication

**G-CM218** Business & Professional Communication

**G-CM221** Intercultural Communication

**CM 475** Senior Seminar in Communications

**G-EE210** Children's Literature

**EE 303** Reading/Language Arts I

**G-EN210L** Masterpieces of World Literature (4 hours)

**G-EN220L** Contemporary World Literature (4 hours)

**G-EN255L** American Literature II (4 hours)

**G-EN270L** Fiction (4 hours)

**EN 313** Expository Writing

**EN 475B** Senior Seminar

**G-EN370L** Poetry (4 hours)

**G-HI333** Technology & Society  
**HI 475** Senior Theses  
**IT 475** Senior Projects in Information Tech.  
**G-MA290** History of Mathematics  
**MA 475** Senior Project in Mathematics  
**ML 385** Advanced Level Composition and Conversation  
**NS 300** Research Methods  
**NS 475** Senior Research  
**G-PA265** Script Analysis  
**G-PA385** Performing Arts History & Literature I  
**G-PA390** Performing Arts History & Literature II  
**PA 475** Senior Projects in Performing Arts  
**PE 380** History & Philosophy of Health, PE, Sport  
**PE 445** Readings and Research for Health Science  
**G-PR104L** Ethics (4 hours)  
**G-PR106L** Spiritual Pathways  
**G-PS215** Global Peace Studies  
**PS 475** Senior Thesis  
**PY 450** History and Systems of Psychology  
**PY 475** Senior Thesis  
**SO 475** Senior Thesis  
**G-TE 333** Technology & Society  
**TE 475** Senior Project

## C. Mathematics

**Student Learning Outcome:** Students should be able to use mathematical concepts.

**Performance Indicators** – Students should be able to:

1. Demonstrate understanding by performing accurate computations.
2. Apply algorithms to solve problems.

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

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

## D. Religion/Beliefs/Values

**Student Learning Outcome:** Students should be able to answer fundamental religious or philosophical questions.

**Performance Indicators** – Students should be able to:

1. Develop answers relative to alternative religious/philosophical perspectives.
2. Explain their position on religious or philosophical issues.

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

**G-PR101** Hebrew Bible: God and People in Ancient Israel  
**G-PR102** Jesus: New Testament Foundations  
**\*G-PR104** Ethics (LI if taken as G-PR104L for 4 hours)  
**G-PR106** Spiritual Pathways: Transformation, Compassion, and Vocation (LI if taken as G-PR106L for four hours)  
**G-PR107** Critical Thinking  
**G-PR201** Introduction to Philosophy  
**G-PR202** Christian Traditions  
**G-PR203** Science and Religion  
**G-PR204** Peacemaking: Religious Perspectives  
**G-PR206** Religion and Environmental Stewardship  
**G-PR306** World Religions  
**\*G-PR391** Evolution  
**G-PA125** Film and Culture

## E. Wholeness/Health/Fitness

**Student Learning Outcome:** Students should be able to identify optional behaviors that promote lifelong personal health.

**Performance Indicators** – Students should be able to:

1. Develop a personal strategy for health and fitness emphasizing the physical domain.
2. Illustrate the relationship between personal behaviors and lifelong health and wellness.

*Required: 2 hours chosen from the following:*

**G-PE150** Concepts in Holistic Health

**G-PE170** Personal & Community Health

## F. Global/Intercultural Experience

**Student Learning Outcome:** Students should be able to understand they live in a world of diverse cultures.

**Performance Indicators** – Students should be able to:

1. Identify social, cultural, religious, or linguistic differences.
2. Explain how values and contributions of diverse societies affect individual experiences.

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

**G-CI251** Introduction to Education Practicum

**G-CI333** Intercultural Education Seminar

**\*G-CM221** Intercultural Communication

**\*G-EN210** Masterpieces of World Literature (LI if taken as G-EN210L for four hours)

**\*G-EN220** Contemporary World Literature (LI if taken as G-EN220L for four hours)

**G-HI210** Topics in World History

**\*G-HI333** Technology and Society

**\*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-PR306** World Religions

**G-PS130** Principles of Geography

**\*G-PS215** Global Peace Studies

**G-SO202** Minorities in the U.S.

**\*G-TE333** Technology and Society

+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-ID101 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-ID201 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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# General Education Distribution Courses

## Humanities:

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

**Student Learning Outcome for Fine Arts:** Students should be able to demonstrate an understanding of the process by which art is created.

**Performance Indicators** – Students should be able to:

1. Experience art through theory or practice.
2. Demonstrate skill and control of the elements appropriate to the medium chosen.

<b>G-AR101</b>	Drawing I
<b>G-AR102</b>	Painting I
<b>G-AR131</b>	Ceramics I
<b>G-AR220</b>	Graphic Design for Non-Art Majors
<b>*G-AR310</b>	Art History I
<b>*G-AR311</b>	Art History II
<b>G-AR350</b>	Sculpture
<b>G-PA110</b>	Intro. Performing Arts
<b>G-PA120</b>	Music Appreciation
<b>G-PA140</b>	College Band
G-PA142	College Choir
G-PA160	Performing for the Stage
G-PA170	Stagecrafts

**Student Learning Outcome for Literature:** Students should be able to demonstrate an understanding of the functions and purposes of literature.

**Performance Indicators** – Students should be able to:

1. Demonstrate knowledge of literary terms and genre.
2. Demonstrate an ability to think analytically about texts.
3. Articulate ways in which literature is shaped by culture.

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

## Natural Sciences:

**Student Learning Outcome:** Students should be able to demonstrate an understanding of how the natural sciences construct knowledge of the world.

**Performance Indicators** – Students should be able to:

1. Summarize the current consensus of the scientific community with regards to the structure and function of some aspect of the physical or biological world.
2. Illustrate their knowledge of the changing nature of the consensus of the scientific community with regards to the structure and function of some aspect of the physical or biological world, by outlining the historical changes in that consensus.
3. Report on their experiences with those methods and processes of the natural sciences which they conducted in the laboratory.

*Required: 7 hours, one lab, one course from life and one course from physical 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  
G-NS141 Environmental Science

*Physical Sciences*

G-CH101 Principles of Chemistry  
G-CH106 Environmental Chemistry  
G-CH111 College Chemistry I  
G-NS100 Science & Society  
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*

**Student Learning Outcome for Behavioral Sciences:** Students should be able to illustrate the relationship between the self and the social world.

**Performance Indicators** - Students should be able to:

1. Describe the ways in which social world shapes the self.
2. Describe the ways in which the self alters the social world.

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

**Student Learning Outcome for Social Institutions:** Students should be able to understand the basic concepts of social institutions.

**Performance Indicators** - Students should be able to:

1. Identify a social institution at work in human affairs.
2. Explain how social institutions influence peoples' lives.

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

**Student Learning Outcome for History:** Students should be able to demonstrate knowledge of the historical method.

**Performance Indicators** - Students should be able to:

1. Compose a historical question.
2. Apply that question to historical evidence to interpret the past.

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