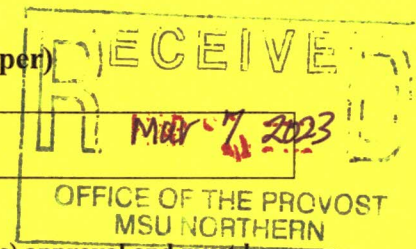


**ACADEMIC SENATE PROPOSAL TRACKING SHEET**  
**(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)**

<b>Proposal # 22-38</b>	<b>Title: General Education Outcomes</b>
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)



**All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.**

- P
1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
  2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
  3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.
  4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
  5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website.
  7. The Chancellor approves or disapproves the proposal.
  8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

**Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>**

**Documentation and forms for the curriculum process is also available on the web page:**  
**<http://www.msun.edu/admin/provost/forms.htm>**

**\*\*\*\*\* (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.**



	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved						
Received by Senate Secretary	09/01/2022	Tracking	D Bradley		Received from Gen Ed Committee			DocuSign
General Education Committee (if applicable)		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Valerie St</i>	4/30/22		Forward to Academic Senate		DocuSign
Curriculum Committee (if applicable)		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Valerie St</i>	10/15/22		Forward to Academic Senate		DocuSign
Academic Senate		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Valerie St</i>	10/15/22		Provost		
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Carol A. Raphael</i>		Forward	Chancellor		3-8-2023
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Danny Keigel</i>	3-20-2023				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>N/A</i>					
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>N/A</i>					
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>N/A</i>					
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

**NOTE:** The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward. **\*Abstract and pre-approval required for new programs ONLY.**

### Category III - Natural Sciences

You (the student), upon successful completion of course(s) within this category, should be able to:

Demonstrate **basic** foundational competence in the principles and theories used in the natural sciences.

Define, describe, and apply the scientific method.

Convey ideas using language and presentation skills **specific** appropriate to the natural sciences.

Use critical thinking to synthesize information, evaluate assumptions and claims, and draw evidence-based conclusions.

### Category IV - Social Sciences/History

You (the student), upon successful completion of course(s) within this category, should be able to:

Describe processes of continuity and change which have shaped events up to the present.

Identify and describe the characteristics of major eras in world history or international relations, or a distinct social movement, thereby providing a framework for comprehending aspects of human experience.

Explain how human experiences give rise to movements, institutions, traditions, and ideas which have a subsequent influence.

Analyze factors leading to the dominance, suppression, or acceptance of selected racial, gender, ethnic, class and/or religious groups. [add /or]

Analyze of the extent to which individuals, institutions, and/or traditions are able to influence events, making reference to illuminating examples. [remove for grammar]

Use factual and interpretive information to analyze and draw conclusions on historical or political hypotheses in selected areas of the social sciences.

### Category V - Cultural Diversity

You (the student), upon successful completion of course(s) within this category, should be able to:

**Compare and contrast** Identify and understand cultural worldviews.

Analyze social issues, social structures and/or behaviors of cultures and subcultures. [remove and/or]

Examine **how** generalizations, **stereotyping** and **prejudice develop**, and how they impact culture.

Examine generalizations, stereotypes, and prejudices and how they impact culture.

**Identify dimensions of culture.** {REMOVE as an outcome}

**Recognize and/or** demonstrate an **appreciation** awareness of and respect for different cultures through language and communication.

Demonstrate an awareness of and respect for different cultures....

#### Category VI- Humanities Appreciation/Creative Arts

You (the student), upon successful completion of course(s) within this category, should be able to:

##### Humanities Appreciation sub-category

Discuss great works of literature, drama or visual art.

Compare the beliefs of different cultures reflected by literature or music or art or philosophy.

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

Recognize the expression of cultural values in works of literature, music, theatre, and visual art, and the ways the arts shape culture.

##### Creative Arts sub-category

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

Describe the basic elements and practices of a fine art.

Demonstrate an appreciation for the creative process as it is express in master work of a fine art.

- Humanities Appreciation sub-category
  1. Discuss-significant works of literature, drama, or visual arts.
  2. ~~REMOVE~~
  3. Ascertain the aesthetic, entertainment, and historical value of works within the humanities.
  4. -Recognize the expression of cultural beliefs and values in works within the humanities, and the ways they shape culture.
- Creative Arts sub-category
  1. Demonstrate an understanding of the basic elements and practices of a fine art.
  2. Demonstrate skills in practice of a fine art, such as visual art, performing art, or literary art.
  3. Demonstrate an appreciation of the creative process as it is expressed in master works of a fine art.

#### Category VII - Technology

You (the student), upon successful completion of course(s) within this category, should be able to:



Explain the impact of technology on society and conversely, how society impacts technology in a historical, present and future sense.

List technology's role in problem solving and communication.

Describe the ethical, legal and social concerns stemming from advances in technology.

Demonstrate an ability to use technology within a discipline.

Demonstrate an introductory level of technology literacy.

▪ **Suggested new wording:**

- Explain the impact of technology on society and how society impacts technology.
- Understand technology's role in problem solving and communication.
- Discuss the ethical, legal, and social concerns stemming from advances in technology.
- Demonstrate an ability to use technology within a discipline.
- Demonstrate an introductory level of technical literacy.