



Tab O

CORE 42: The Higher Education Core Transfer Curriculum

Coordinating Board for Higher Education

March 8, 2018

BACKGROUND

Senate Bill 997 established the Higher Education Core Transfer Curriculum Act (§§ 178.785-789, RSMo), which directs the Coordinating Board for Higher Education (CBHE) to develop a standard core transfer curriculum and a common course numbering equivalency matrix for lower-division general education courses. The core transfer curriculum, known as CORE 42, is a framework for general education that all Missouri public two- and four-year institutions of higher education will adopt effective for the 2018-19 academic year. The goal of the CORE 42 is to facilitate the seamless transfer of academic credits. The completion of the CORE 42 at any public institution of higher education will transfer to every other public institution of higher education in the state and substitute for the receiving institution's general education requirement. Individual courses that comprise the CORE 42 are guaranteed to transfer one-to-one among all public colleges and universities.

CURRENT STATUS

CORE 42 is a statewide general education course of study intended to ensure that all graduates possess a common core of college-level skills and knowledge. CORE 42 specifies the basic competencies and knowledge areas that all students completing degrees at a Missouri public institution of higher education must complete. CORE 42 is comprised of courses distributed across five knowledge areas. These courses are designated with a Missouri Transfer (MOTR) course number, which guarantees the one-to-one transfer of these courses among all Missouri public institutions of higher education. All public institutions will list these courses and the MOTR transfer number in their catalogs. MOTR courses will further be distinguished by this logo:



The framework for Missouri's CORE 42, as seen in the attachment, is designed for students to obtain the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. Students obtain the competencies through completion of the CORE 42 in its entirety.

The following principles underlie the development of the CORE 42:

- Transfer should operate in the best interest of the student.
- Institutional autonomy should be preserved to the greatest possible extent.
- Completion of the CORE 42 meets all lower-division general education requirements at all institutions.
- Specific courses shall transfer one-to-one, and fulfill major and graduation requirements.
- Curriculum is the purview of faculty.

MDHE staff, per SB 997, developed the CORE 42 with the assistance of the Core Curriculum Advisory Committee (CCAC), comprised primarily of faculty from each public college and university (see Attachment B). The CCAC and MDHE staff developed the framework for the CORE 42, and identified MOTR courses and course descriptions for possible inclusion in the core curriculum. MDHE staff and the CCAC also engaged other faculty, chief academic officers, registrars, and transfer coordinators at every stage of crafting the CORE 42. This included faculty discipline groups, comprised of faculty from specific academic fields, who have and are reviewing course descriptions from each institution against the MOTR course description to determine which courses meet the objectives for inclusion as a MOTR course.

NEXT STEPS

Moving forward, MDHE staff will complete the following in 2018:

- Faculty discipline groups will continue reviewing institutional course submissions through March 31, 2018, for inclusion in the list of approved MOTR courses.
- The CCAC and MDHE staff will establish a process for adding new MOTR courses and reviewing institutional individual course submissions. Faculty discipline groups will continue to evaluate courses to ensure they meet certain competencies and outcomes; institutional courses that meet these requirements will be approved and added to the CORE 42.
- MDHE staff will also be presenting on the CORE 42 at a number of conferences, in addition to hosting training webinars. The first training webinar is scheduled for February 28, 2018, 1:00pm-4:00pm.
- MDHE staff is also working with the Office of Administrations ITSD staff to develop a web portal which will allow students to see exactly how courses transfer between institutions.
- The CCAC and the Committee on Transfer and Articulation (COTA) will revise the administrative rules on general education and student transfer. COTA has already developed procedures for resolving disputes concerning the transfer of course credit.

RECOMMENDATION

Staff recommends the Coordinating Board for Higher Education approve the CORE 42 and the course equivalence matrix, as presented in Attachment A, for implementation at Missouri's public two-year and four-year institutions beginning in the 2018-2019 academic year.

ATTACHMENTS

1. CORE 42 General Education Framework, Competencies, and Objectives
2. Core Curriculum Advisory Committee Roster

Tab O Attachment 1

Core 42 General Education Framework, Competencies, and Objectives

The framework for Missouri's Core 42 is designed for students to obtain the basic competencies of *Valuing*, *Managing Information*, *Communicating*, and *Higher-Order Thinking* through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences.

Valuing

Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

After completing the CORE 42, students shall demonstrate the ability to

- develop an understand the moral and ethical values of a diverse society;
- develop the ability to analyze the ethical implications of actions and decisions;
- compare and contrast historical and cultural ethical perspectives and belief systems.
- utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- recognize the ramifications of one's value decisions on self and others.
- recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

Managing Information

Managing Information is ability to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions. Through the effective management of information, students should be able to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

After completing the CORE 42, students shall demonstrate the ability to

- locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.
- access and generate information from a variety of sources, including the most contemporary technological information services.
- evaluate information for its currency, usefulness, truthfulness, and accuracy.
- organize, store, and retrieve information efficiently.
- reorganize information for an intended purpose, such as research projects.
- present information clearly and concisely, using traditional and contemporary technologies.

Communicating

Communicating is the development of students' ability to communicate effectively through oral, written, and digital channels using the English language, quantitative, and other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and

mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Oral communication takes many forms.

After completing the CORE 42, students shall demonstrate the ability to

- analyze and evaluate their own and others' speaking and writing.
- conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- communicate effectively in groups by listening, reflecting, and responding appropriately and in context.
- use mathematical and statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.

Higher Order Thinking

Higher Order Thinking is the development of students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and demonstrate the ability to reflect upon and refine those problem-solving skills. This involves creative thinking, critical thinking, and quantitative literacy.

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Critical thinking is transdisciplinary, and success in all disciplines requires habits of inquiry and analysis that share common attributes. Successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

Quantitative Literacy (QL) is a "habit of mind" competency and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

After completing the CORE 42, students shall demonstrate the ability to

- recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.

- use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.
- defend conclusions using relevant evidence and reasoned argument.
- reflect on and evaluate their critical-thinking processes.

CORE 42 Knowledge Area Goals and Objectives

Social & Behavioral Sciences Knowledge Area

State-level Goal:

To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students acquire an understanding of the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. As a part of this goal, institutions of higher education include a course of instruction in the Constitution of the United States and of the state of Missouri and in American history and institutions (Missouri Revised Statute 170.011.1).

Students will demonstrate the ability to

- explain social institutions, structures, and processes across a range of historical periods and cultures.
- develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.
- draw on history and the social sciences to evaluate contemporary problems.
- describe and analytically compare social, cultural, and historical settings and processes other than one's own.
- articulate the interconnectedness of people and places around the globe.
- describe and explain the constitutions of the United States and Missouri.

Communications Knowledge Area

Written Communications State-level Goal:

To prepare students to communicate effectively with writing that exhibits solid construction resulting from satisfactory planning, discourse, and review. Students will understand the importance of proficient writing for success in the classroom and the workforce.

Students will demonstrate the ability to

- Demonstrate critical and analytical thinking for reading, writing, and speaking.
- Compose sound and effective sentences.
- Compose unified, coherent and developed paragraphs.
- Understand and use a recursive writing process to develop strategies for generating, revising, editing and proofreading texts.
- Produce rhetorically effective discourse for subject, audience, and purpose.
- Demonstrate effective research and information literacy skills

Oral Communications State-level Goal:

To prepare students to communicate effectively with oral presentations that demonstrate appropriate planning and expressive skills. Students will understand the role of public speaking for success in the classroom and society.

Students will demonstrate the ability to

- Use productive imagination for the discovery and evaluation of appropriate arguments relating to a chosen topic through effective research.
- Understand the basic process of audience analysis.
- Use, identify, and create speeches for different types of speaking purposes.
- Demonstrate effective preparation skills in the organization of speeches into three appropriate sections and preparing each section using the appropriate information and transitions between information and sections.
- Utilize and understand the patterns of organization to structure information for each specific type of speech. Students will use parallel ideas and information on different levels of abstraction in these patterns.
- Demonstrate effective skill at composing and developing arguments with appropriate support that is unified, coherent and fully developed utilizing the tenets of good writing and research.
- Understand the complex issue of good delivery and show improved personal confidence and the ability to manage communication apprehension.
- Demonstrate effective listening skills as it relates to critical understanding of speech topics and critique of that speaking.
- Demonstrate that they understand and take part in ethical speaking and listening during presentations.
- Understand communication ethics for both speech preparation and critiquing of peer speeches by utilizing responsible research and citing sources, preparing speeches with integrity when dealing with information and sources, and using emotional and logical appeals responsibly.
- Understand the role of public speaking in citizenry and how public speaking can contribute to success in the classroom and society.

Natural Sciences Knowledge Area

State-level Goal:

To develop students' understanding of the principles and laboratory procedures of the natural sciences (Life and Physical) and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

Students will demonstrate the ability to

- Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
- Evaluate scientific evidence and argument.
- Describe the basic principles of the natural world.
- Describe concepts of the nature, organization, and evolution of living systems.
- Explain how human interaction(s) affect living systems and the environment.

Mathematical Sciences Knowledge Area

State-level Goal:

To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning.

Students will demonstrate the ability to

- Describe contributions to society from the discipline of mathematics.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

- Read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, survey data) and make reasoned estimates.
- Formulate and use generalizations based upon pattern recognition.
- Apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.

Humanities and Fine Arts

State-level Goal:

To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

Students will demonstrate the ability to

- Describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, speculative thought).
- Explain the historical, cultural, and social contexts of the humanities and fine arts.
- Identify the aesthetic standards used to make critical judgments in various artistic fields.
- Develop a plausible understanding of the differences and relationships between formal and popular culture.
- Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.

Core 42 General Education Framework and Course Matrix

Complete at least 42 credit hours, distributed among the Knowledge Areas listed below

Social & Behavioral Sciences			
9 credits minimum, including at least one Civics course			
MOTR Anthropology ✓ General Anthropology ✓ Cultural Anthropology MOTR Economics ✓ Introduction to Economics ✓ Introduction to Macroeconomics ✓ Introduction to Microeconomics	MOTR Geography ✓ World Regional Geography MOTR Political Science ✓ International Relations ✓ Introduction to Comparative Politics MOTR Sociology ✓ General Sociology	MOTR Psychology ✓ General Psychology ✓ Lifespan Human Development MOTR History ✓ World History I ✓ World History II	MOTR Civics courses ✓ American Government ✓ American History I ✓ American History II
Communications			
Written Communications 6 credit hours minimum		Oral Communications 3 credit hours minimum	
MOTR English ✓ Composition I ✓ Composition II ✓ Technical Writing		MOTR Communications ✓ Introduction to Communications ✓ Fundamentals of Public Speaking ✓ Interpersonal Communication ✓ Small Group Communication ✓ Argumentation & Debate	
Natural Sciences			
7 credit hours minimum from at least 2 disciplines, including one course with a lab component			
MOTR Astronomy ✓ Astronomy ✓ Astronomy with Lab MOTR Biology ✓ Essentials in Biology ✓ Essentials in Biology Lab ✓ Biology ✓ Biology with Lab	MOTR Chemistry ✓ Essentials in Chemistry ✓ Essentials in Chemistry with Lab ✓ Chemistry I ✓ Chemistry I with Lab MOTR Geography ✓ Physical Geography ✓ Physical Geography with Lab	MOTR Geology ✓ Geology ✓ Geology with Lab MOTR Life Sciences ✓ Essentials in Human Biology ✓ Essentials in Human Biology with Lab ✓ Human Biology ✓ Human Biology with Lab	MOTR Physical Sciences ✓ Essentials in Physical Sciences ✓ Essentials in Physical Sciences with Lab MOTR Physics ✓ Essentials in Physics ✓ Essentials in Physics with Lab ✓ Physics I ✓ Physics I with Lab ✓ Advanced Physics I with Lab
Mathematical Sciences			
3 credit hours minimum			
MOTR Mathematics ✓ Statistical Reasoning ✓ Mathematical Reasoning & Modeling ✓ Pre-Calculus Algebra ✓ Pre-Calculus		<i>*Courses that use one of the pathway courses as a prerequisite will meet the general education credit for math. For example, Calculus meets the General Education math requirement since Pre-Calculus Algebra is a prerequisite.</i>	
Humanities and Fine Arts			
9 credit hours minimum, from at least 2 disciplines			
MOTR Art ✓ Art Appreciation ✓ Art History I ✓ Art History II MOTR Civilization ✓ Western Civilization I ✓ Western Civilization II MOTR Creative Writing ✓ Creative Writing (F-Fiction; P-Poetry; NF-Nonfiction; D-Dramatic script) MOTR Film ✓ Introduction to Film Studies MOTR Foreign Language ✓ French I ✓ French II ✓ Spanish I ✓ Spanish II ✓ Foreign Language I ✓ Foreign Language II	MOTR Literature ✓ Introduction to Literature (F-Fiction; P-Poetry; D-Drama) ✓ American Literature I ✓ American Literature II ✓ British Literature I ✓ British Literature II ✓ Multicultural Literature (AA-African-American; NA-Native American; L-Latino/Latina) ✓ Women's Literature ✓ World Literature I ✓ World Literature II MOTR Music ✓ Music Appreciation (G-General; RP-Rock/Pop; J-Jazz) ✓ Music Fundamentals ✓ World Music ✓ Music History I ✓ Music History II	MOTR Philosophy ✓ Introduction to Philosophy ✓ Introduction to Logic ✓ Introduction to Ethics MOTR Religion ✓ World Religion MOTR Theatre ✓ Theatre Appreciation ✓ Children's Theatre ✓ History of the Musical ✓ Theatre History I ✓ Theatre History II ✓ World Drama	MOTR Performance (Students may choose only one course from this group) ✓ Acting I (A-Acting I; VD-Voice/Diction; TT-Theatre Techniques; SM-Stage Movement; SC-Stage Combat) ✓ Directing I (D-Directing I; S-Stage Management) ✓ Music Performance (C-Choir; B-Band; O-Orchestra) ✓ Script Analysis (SA-Script Analysis; P-Playwriting) ✓ Stagecraft (S-Stagecraft; SD-Scenic Design; C-Costuming; D-Theatre Drafting; M-Stage Makeup) ✓ Studio Art (D-Drawing; P-Painting; GA-Graphic Arts; S-Sculpture; C-Ceramics; M-Multimedia)

Sample MOTR Course Institutional Equivalency Matrix

	Missouri Higher Education Core Transfer Curriculum			
MOTR COURSE NAME	GENERAL PSYCHOLOGY			
MOTR COURSE NUMBER	MOTR PSYC 100			
KNOWLEDGE AREA	SOCIAL & BEHAVIORAL SCIENCES			
TRANSFER CREDITS	3			
MOTR COURSE DESCRIPTION	<p>Introductory survey of the scientific study of individual behavior and the application of psychological science.</p> <p>Students develop:</p> <ul style="list-style-type: none"> • the foundational knowledge base of psychology to include the major concepts, theoretical perspectives, historical trends, and empirical findings within the domains of psychology: cognitive (e.g., cognition, memory, perception, intelligence), developmental (e.g., learning, life span development, language), biological (e.g., neuroscience, sensation, consciousness), social and personality (e.g., social, personality, emotion, multicultural, gender, motivation), and mental and physical wellness (e.g., abnormal, health, psychotherapy); • basic skills and concepts in critically interpreting behavior, studying psychological scientific research, and applying psychological scientific research methodology and design principles to draw conclusions about behavior; • develop ethical and social responsibility in a diverse world through study of formal regulations that govern professional ethics in psychology and exploration of values that contribute to positive outcomes in a diverse multicultural and global society <p>develop competence in communication through writing cogent scientific arguments, presenting information using a scientific approach, discussion of psychological concepts, explanation of the ideas of others, and expression of own ideas;</p> <ul style="list-style-type: none"> • apply psychological science to self to develop work habits and ethics for academic, professional, and personal success. 			
INSTITUTION	COURSE NAME	COURSE NUMBER	TRANSFER CREDITS	COURSE DESCRIPTION
Harris-Stowe State University	General Psychology	PSY 0100	3	This is an introductory survey of the basic concepts, principles and methods in the scientific study of behavior. Some appropriate application to one's personal growth and development will be provided.
Lincoln University	General Psychology	PSY 101	3	An introduction to psychology as the science of affect, behavior, and cognition focusing on the methods, concepts, and terminology of the field.
Missouri Southern State University	General Psychology	PSY 0100	3	Introductory course on the scientific study of behavior and mental processes. Covers research and theories in areas of psychology such as abnormal, social, learning and memory, neuroscience, and development.
Missouri State University	Introductory Psychology	PSY 121	3	An examination of how psychology enhances our understanding of human behavior; a survey of basic biological, experiential, cognitive, emotional, and sociocultural influences on behavior and self-understanding. Students must choose either to be research participants or fulfill an alternative library assignment as part of the course requirements. Honors sections are taught in a lecture/lab format.

Missouri University of Science & Technology	General Psychology	PSYCH 1101	3	An introduction to the science of the human mind and behavior. Topics include brain structure and function, human development, learning and memory, motivation, emotion, personality and psychological health, psychological disorders and their treatment, and social cognition and human relationships.
Missouri Western State University	General Psychology	PSY 101	3	General information about psychology in everyday life, designed to correct misconceptions and to give the student a better understanding of self and others.
Northwest Missouri State University	General Psychology	PSYC 08103	3	A survey course designed to introduce students to the foundation of human and animal behavior. Students will study the content and the processes used by behavioral scientists to discover, describe, explain and predict human behavior. The course provides an environment in which students learn how to critically evaluate the biological, social/cultural and psychological variables that contribute to behavior and to reflect on those to develop an informed sense of self and others.
Southeast Missouri State University	Psychological Perspective on Human Behavior	PY 101	3	Examination of human behavior and experience from a psychological perspective. Application of psychological principles to understanding of human behavior.
Truman State University	General Psychology	PSYC 166	3	A survey of behavioral principles. Topics include human development, personality, learning and thinking, psychological testing, mental health, therapy, and social behavior.
University of Central Missouri	General Psychology	PSY 1100	3	A general introduction to the science of behavior, surveying the broad field of psychology and the methods of investigation
University of Missouri-Columbia	General Psychology	PSYCH 1000	3	Survey of theories, principles, and methods in the study of human behavior.
University of Missouri-Kansas City	General Psychology	PSYCH 210	3	A survey of the fundamental principles, theories, and methods of psychological science.
University of Missouri-St. Louis	General Psychology	PSYCH 1003	3	A survey of the basic concepts, theories, and pivotal findings over the past 100 years in the science of Psychology, with special emphasis on contemporary concepts and findings that focus on the relation of the brain to normal and pathological behaviors. All Psychology majors must complete this course with a grade of C- or higher.
Crowder College	General Psychology	PSYC 101	3	An introduction to the scientific study of human behavior including motivation, perception, learning, emotions, intelligence and the physiological basis of behavior is presented. Successful completion of this course partially fulfills Social & Behavioral Science general education requirements.
East Central College	General Psychology	PY 1103	3	A course designed to provide the student with a broad, general introduction to the field of psychology. It is a study of behavior designed to present an account of the significant concepts and findings of contemporary psychology. The course should provide a clear description of the bodies of knowledge in the core areas of psychology.

Jefferson College	General Psychology	PSY 101	3	General Psychology reviews the scientific study of behavior and mental processes found in humans and animals. This course includes a survey of the fundamental concepts, principles, historical trends, figures, theories, overarching themes, research design, pivotal empirical findings, and applications in psychology. Students will develop knowledge of psychology's major content domains of neuroscience, consciousness, cognition, memory, learning, social, personality, emotion, multicultural, abnormal, health, and psychotherapies.
Jefferson College	Honors General Psychology	PSY 101H	3	General Psychology reviews the scientific study of behavior and mental processes found in humans and animals. This course includes a survey of the fundamental concepts, principles, historical trends, figures, theories, overarching themes, research design, pivotal empirical findings, and applications in psychology. Students will develop knowledge of psychology's major content domains of neuroscience, consciousness, cognition, memory, learning, social, personality, emotion, multicultural, abnormal, health, and psychotherapies.
Metropolitan Community College	General Psychology	PSYC 140	3	Introduction to the scientific study of behavior and mental processes through the exploration of major theories, concepts, methods, and research findings in the field of psychology. Using the foundation of the scientific method, topics cover various subdisciplines in psychology: biological, cognitive, developmental, social and personality, and mental/physical health. Emphasis on biopsychosocial influences and integration across sub-discipline topics.
Mineral Area College	General Psychology I	PSY 1130	3	A broad overview of the general field of psychology and fundamental principles of human behavior. Includes the biology of behavior, learning and memory, emotion and motivation, growth and development, individual personality, psychopathology and treatment of mental illness. Prerequisite: Must have met one of the following: a minimum score of 18 on the ACT reading or eligible placement test score, or a minimum grade of C in RDG0900, ENG0990, or ENG0090, or have earned 24 college-level semester credit hours.
Missouri State University - West Plains	Introductory Psychology	PSY 121	3	An examination of how psychology enhances our understanding of human behavior; a survey of basic biological, experiential, cognitive, emotional, and sociocultural influences on behavior and self-understanding. Students must choose either to be research participants or fulfill an alternative library assignment as part of the course requirements. Honors sections are taught in a lecture/lab format.
Moberly Area Community College	General Psychology	PSY 101	3	This course is an introduction to the nature and scope of the field of psychology as a scientific and human endeavor. Focus is on the historic development of the field; biological and developmental processes; consciousness and perceptions; learning, remembering, and thinking; motivation and emotion; personality and individuality; social behavior; stress and coping; and psychopathology and psychotherapy.
North Central Missouri College	General Psychology	PY 121	3	A survey course dealing with the basic facts and principles of human behavior, providing an understanding of why and how

				people think and act as they do, emphasizing the manner in which the environment influences people.
Ozarks Technical Community College	Introduction to Psychology	PSY 110	3	This course provides an introduction to psychology including history and systems, physiology, human growth and development, sensation and perception, learning, memory, emotion, motivation, personality, adjustment, psychopathology, industrial and social psychology.
St. Charles Community College	Introduction to Psychology	PSY 101	3	Examination of behavioral, cognitive, psychoanalytic, humanistic, and biological viewpoints in psychology. Includes learning principles and applications, perception, motivation, emotions, stress, psychobiology, personality, abnormal behavior, and approaches to therapy.
St. Louis Community College	General Psychology	PSY 200	3	This course is an introduction to the scientific study of human behavior. It attempts to help students gain insights into their own and others' behavior. A variety of topics (such as personality, learning, emotion, motivation, human growth and development, abnormal behavior and psychotherapy) relating to psychological development will be covered.
State Fair Community College	General Psychology	PSY 101	3	Introduction to the scientific study of behavior and mental processes. Includes a survey of historical and current theories, theorists and perspectives in psychology. Goals include increasing critical thinking and intellectual curiosity about psychological phenomenon and provides a basis for further study in the field. Topics include neurology, sensation and perception, consciousness, learning, psychometrics, personality development, and mental illness and wellness. Writing papers in APA format is required.
State Technical College of Missouri	No equivalent course			Students transferring to this institution will receive three (3) credits in the Social & Behavioral Sciences knowledge area.
Three Rivers College	General Psychology	PSYC 111	3	General psychology addresses the basics of human development. The course will analyze psychological concepts and the various types of learning. Students will assess the relationship between the brain development and behavior as it relates to psychological concepts.

MOTR COURSE DESCRIPTIONS (by knowledge area)

Social and Behavioral Sciences

General Anthropology

Introductory survey of anthropology to include the subfields of physical/biological, ethnology/cultural, linguistic and archaeological/material.

Cultural Anthropology

Introductory survey of cultural anthropology with a focus on the diversity and complexity of human cultures through the study of marriages and family, economics, politics, religion and language systems.

Introduction to Economics

Introductory survey of economics that introduces non-business and non-economics majors to the basic concepts of economics. Concepts covered include incentives, scarcity, opportunity cost, marginalism, gains from trade, demand, supply, the pricing mechanism, and secondary effects. Potential sources of growth, including property rights, the competitive process, and allocation of capital, monetary stability, low taxes, and international trade are examined. Both market failure and government failure are explained and analyzed. Applying the tools of economics to topics in personal finance such as choosing a career, entrepreneurship, budgeting, saving, investing, credit, insurance, and tax considerations are also examined.

Introduction to Macroeconomics

Introductory survey of economic principles relating to the economy as a whole. Major topics include: supply and demand, national income determination, inflation, unemployment, fiscal and monetary policy; public affairs issues relating to the role of government in a market economy are considered within a framework of economic theory. Role of international trade and finance in national macroeconomic policy is also introduced.

Introduction to Microeconomics

Introductory survey of economic principles relating to individuals, firms and markets. Major topics include: supply and demand, the price system, consumer behavior, production and cost, and market structures; market failure, and the role of government are examined as well as issue in International Trade and Finance.

World Regional Geography

Introductory survey of the study of the interacting relationship between human populations and their environment to include physical features of the Earth and cultural characteristics, key issues, and problems in regions of the world. Includes discussion of natural systems, globalization, economic development, ethnic diversity and geopolitical conflicts and human impacts upon the environment. Upon completion of the course, the student should be able to:

- Define the basic geographic theories, research, and terminology.
- Use maps and spatial data to interpret geographic phenomena and information from a variety of geographic maps and graphs.
- Define and evaluate the realms and regions of the world and describe the process of regionalization. This includes the realms of Europe, Russia, North America, Middle America, South America, North Africa and Southwest Asia, South Asia, East Asia, Southeast Asia, Australia and New Zealand, and the Pacific.
- Explain and evaluate the human-environment interaction.
- Describe and explain global interconnectedness.

World History I

Introductory survey of World Civilization from ancient times to the Renaissance/Reformation era examines the social, political, religious, and economic institutions and traditions of pre-industrial civilizations. The emphasis of this course is the development of civilizations prior to the Industrial Revolution.

World History II

Introductory survey of World Civilization since the Renaissance/Reformation era examines the social, political, religious, and economic institutions and traditions of industrial civilizations. The emphasis of this course is post-Industrial Revolution and its byproducts: industrialization, democratization, imperialism, global wars, and modernization of civilized life.

International Relations

Introductory survey of contemporary international relations between nation-states and non-state actors including international organizations, corporations, terrorists, and other non-governmental actors with analysis of factors that influence cooperation and conflict, including politics, power, economics, trade, resources, military/arms, human rights, and environmental issues.

Introduction to Comparative Politics

Introductory survey and comparison of different systems of governance, political structures, and institutions, and political cultures.

General Psychology

Introductory survey of the scientific study of individual behavior and the application of psychological science.

Students develop:

- The foundational knowledge base of psychology to include the major concepts, theoretical perspectives, historical trends, and empirical findings within the domains of psychology: cognitive (e.g., cognition, memory, perception, intelligence), developmental (e.g., learning, life span development, language), biological (e.g., neuroscience, sensation, consciousness), social and personality (e.g., social, personality, emotion, multicultural, gender, motivation), and mental and physical wellness (e.g., abnormal, health, psychotherapy).
- Basic skills and concepts in critically interpreting behavior, studying psychological scientific research, and applying psychological scientific research methodology and design principles to draw conclusions about behavior.
- Ethical and social responsibility in a diverse world through study of formal regulations that govern professional ethics in psychology and exploration of values that contribute to positive outcomes in a diverse multicultural and global society.
- Competence in communication through writing cogent scientific arguments, presenting information using a scientific approach, discussion of psychological concepts, explanation of the ideas of others, and expression of own ideas.
- Psychological science to self to develop work habits and ethics for academic, professional, and personal success.

Lifespan Human Development

Survey course that introduces the scientific study of the interacting biological, psychological, and social/environmental factors that influence physical, cognitive, and socioemotional human development across the life span. Students develop:

- The foundational knowledge base of developmental psychology to include major theories and scientific research supported principles of how biological factors (e.g., genetics/heredity, anatomy, physiology, sex, maturation, aging, physical wellness), psychological factors (e.g., behavioral, cognitive, emotional, personality, gender identity, psychological wellness), and social/environmental factors (e.g., relationships, socio-historical and sociohistorical contexts, material environment) interact and influence human physical, cognitive, socioemotional development across the life span (prior to conception through birth and childhood to adulthood and end of life).
- Basic skills and concepts in critically interpreting human development, studying developmental psychological scientific research, and applying developmental psychological scientific research methodology and design principles to draw conclusions about human development.
- Ethical social responsibility in a diverse world through study of formal regulations that govern professional ethics in developmental psychology and exploration of values that contribute to positive outcomes in a diverse multicultural and global society.
- Competence in communication through writing cogent scientific arguments, presenting information using a scientific approach, discussion of developmental psychological concepts, explanation of the ideas of others, and expression of own ideas.
- Psychological science to self to develop work habits and ethics for academic, professional, and personal success.

General Sociology

Introductory survey of the scientific study of human society to include critical and empirical analysis of human interactions and cultures within groups and social organizations.

American Government (Civics)

Introductory survey of American and Missouri government constitutions, institutions, politics, and processes. Students develop an understanding of the foundations and environment of the American political system by examining the principles of democracy and political ideology and thought upon which the US and State of Missouri is based, outline the government's institutions, describe and evaluate the key concepts about voting, political parties, campaigns, and other forms of political participation, understand the interactions between the branches of government, the citizens, and how those interactions create domestic and foreign policy. Students develop:

- An understanding of the foundations and environment of the American political system by examining the principles of democracy and political ideology and thought upon which the US and State of Missouri is based.
- Ability to outline the government's institutions.
- Ability to describe and evaluate the key concepts about voting, political parties, campaigns, and other forms of political participation.
- An understanding of the interactions between the branches of government, the citizens, and how those interactions create domestic and foreign policy.

This course meets instruction (Missouri Revised Statute 170.011.1) in the Constitution of the United States and of the state of Missouri and in American history and institutions.

American History I (Civics)

Introductory survey of the early history of the United States from the period of discovery of America by Europe to 1877. Students should be able to:

- Understand significant trends, movements, and events in American history.
- Identify and interpret primary and secondary sources, placing them in the context of their time and place and assessing them for reliability and point of view.
- Formulate historical arguments based on specific evidence from the sources
- Demonstrate an understanding of historical chronology and respect the distinctive integrity of the past.
- Appreciate the multiple political, social, economic, and cultural dimensions of the human experience.
- Use historical analysis to evaluate cause and effect, comparisons and contrasts, and patterns of continuity and change over time.

This course meets instruction (Missouri Revised Statute 170.011.1) in the Constitution of the United States and of the state of Missouri and in American history and institutions.

American History II (Civics)

Introductory survey of United States history from 1877 to the present. Students should be able to:

- Understand significant trends, movements, and events in American history.
- Identify and interpret primary and secondary sources, placing them in the context of their time and place and assessing them for reliability and point of view.
- Formulate historical arguments based on specific evidence from the sources
- Demonstrate an understanding of historical chronology and respect the distinctive integrity of the past.
- Appreciate the multiple political, social, economic, and cultural dimensions of the human experience.
- Use historical analysis to evaluate cause and effect, comparisons and contrasts, and patterns of continuity and change over time.

This course meets instruction (Missouri Revised Statute 170.011.1) in the Constitution of the United States and of the state of Missouri and in American history and institutions.

Communications

Composition I

In Composition I, students develop critical reading and writing processes through a series of essays that culminate in a research-supported assignment. Additionally, students learn to integrate expert and academic source material and consider a variety of specific audiences as they practice developing and supporting claims. Rhetorical sensitivity and argumentation are refined as tools essential to convincing a modern, educated audience.

Composition II

Composition II continues the development of the writing skills established in Composition I. Typically, this course has an increased emphasis on writing to expert and academic audiences and introduces the ideas and patterns of discipline-specific knowledge, research, and writing techniques.

Technical Writing

Technical Writing focuses on approaches to writing for specific audiences. The content involves critical analysis, information assessment, rhetorical expression, design, and discipline, subject, or task related styles. Specific applications such as business reports and proposals, science abstracts and reports, instruction manuals, brochures, and web sites are addressed.

Introduction to Communications

Introduces students to the study and practice of communication. This broad-based course addresses application, research, and theory in areas such as interpersonal, intercultural, intrapersonal, mass, mediated, organizational, public address, etc. Students must demonstrate conceptual understanding of the spectrum of content and application in one or more topic areas.

Fundamentals of Public Speaking

Introduces students to the basic elements of public speaking with an emphasis on the construction, delivery, and evaluation of speeches. Students will learn to research and outline speeches; improve verbal and nonverbal delivery; and to listen critically. Students must present using a range of speech forms and types.

Interpersonal Communication

Introduces students to theory, research, and practice in the principles of interpersonal communication within a variety of contexts. Representative topics include: perception; self-concept development; verbal & nonverbal communication; effective listening techniques; conflict resolution; and sensitivity to cultural and gender differences. Students must demonstrate conceptual understanding of the content spectrum and application in one or more topic areas.

Small Group Communication

Focuses on the processes and skills required to effectively engage in small group communication. Topics include group development, group roles, decision-making, leadership, power, and conflict management. The course promotes effectiveness at leading and contributing to small group discussions through skill development and refinement. Skills applicable to small group communication are assessed.

Argumentation & Debate

This course focuses on the discovery, support, and critical evaluation of intelligent arguments and decisions as well as the exchange and debate of positions taken. Studies include argument, evidence, reasoning, and oral advocacy as well as investigation, research, and critical analysis of claims and establishment of truth through proof. Students develop and refine skills in the construction, delivery, and evaluation of arguments.

Arts and Humanities

Art Appreciation

An introduction to the appreciation of the visual arts. This course engages students in critical and creative thinking about broad topics including aesthetics, art history, and art criticism. The course provides an opportunity for students to acquire knowledge, cognition, and perception of the universal qualities of art through the study of the elements and principles of art and design and participation in media, techniques, and processes in art.

Art History I

A survey of art, architecture, and decorative arts of various world cultures dating from prehistory to around the 1400s CE. This comprehensive course may include and emphasize any or all topics in early art of Africa, the Americas, the Ancient near East, Asia, Europe, and Oceania.

Art History II

A survey of art, architecture, and decorative arts of various world cultures dating from around the 1400s CE to present day. This course may feature artists and art styles from around the globe.

Western Civilization I

Survey of the development of western civilization from its origins through the Reformation. Topics may include changes in political organization, religion, artistic expression, and daily life in the ancient Near East and Europe.

Western Civilization II

Survey of the continued development of western civilization from approximately 1660 to the present day. Topics may include industrialization, imperialism, political revolutions, immigration, and global wars.

Creative Writing (F-Fiction; P-Poetry; NF-Nonfiction; D-Dramatic script)

Various types of imaginative writing such as fiction, poetry, play and/or scripts, creative non-fiction.

Subcategories to include:

- Fiction writing
- Poetry writing
- Creative non-fiction writing
- Dramatic (script) writing

Introduction to Film Studies

This course provides an introduction to film as a medium and art form. Students study film from the late 19th century to the present by examining the technical, artistic, sociological, historic and economic influences on the filmmaker and the film. Students will also learn theory and criticism techniques used in the field through an examination of production values including imagery, sound editing and other technical elements as well as theme, story, pacing and direction. In-class screenings provide a framework for analysis as well as give the students the opportunity to view the work in context as a communal art form. Class format includes lecture, discussion, writing, and in-class screenings.

French I

An introduction to the French language, this course teaches the four communication skills—listening, speaking, reading, and writing—through materials featuring Francophone cultures.

French II

Continued study of French language and culture.

Spanish I

An introduction to the Spanish language, this course teaches the four communication skills -- listening, speaking, reading, and writing – through materials featuring Hispanic cultures.

Spanish II

Continued study of Spanish language and culture.

Foreign Language I

An introduction to a foreign language, this course teaches the four communication skills -- listening, speaking, reading, and writing – through materials featuring local culture. This umbrella course includes less commonly taught foreign languages, such as Italian, German, Latin, and Chinese. It also can be used to transfer in French and Spanish courses that are 4 or 5 credit hours. Foreign language professionals at individual schools to wrestle with placement issues as they personally test student language ability, which will be important for any student who is taking additional courses in that same language.

Foreign Language II

Continued study of foreign language and culture. This umbrella course includes less commonly taught foreign languages, such as Italian, German, Latin, and Chinese. It also can be used to transfer in French and Spanish courses that are 4 or 5 credit hours. Foreign language professionals at individual schools to wrestle with placement issues as they personally test student language ability, which will be important for any student who is taking additional courses in that same language ability, which will be important for any student who is taking additional courses in that same language.

Introduction to Literature (F-Fiction; P-Poetry; D-Drama)

This course is an introductory survey of the major works in literature. Special attention is given to literary terminology and critical analysis.

Subcategories to Include:

- Introduction to Fiction
- Introduction to Poetry

- Introduction to Drama

American Literature I

A survey of American Literature from its pre-colonial beginnings through the end of the Civil War. This course includes literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

American Literature II

A survey of American literature from the Civil War to the present. This course includes the topics of literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

British Literature I

A survey of British Literature and culture from its beginnings to the 18th century. This course includes the topics of literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

British Literature II

A survey of British Literature and culture from the late 18th century to the present. This course includes the topics of literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

Multicultural Literature (AA-African-American; NA-Native American; L-Latino/Latina)

This is a study of literary works by minority authors.

Subcategories to include:

- African-American Literature
- Native American Literature
- Latino/Latina Literature

Women's Literature

This course is a study of individual women writers, genres, periods or approaches significant in the development of female literary traditions.

World Literature I

A survey of literature from around the world, emphasizing translated works from Asia, Africa, the Middle East, Europe, and the Americas. Begins with antiquity and ends around 1660. (Literature from Great Britain and the United States are usually excluded from this course.)

World Literature II

A survey of literature from around the world, emphasizing translated works from Asia, Africa, the Middle East, Europe, and the Americas. Begins around 1660 and extends to the present day. (Literature from Great Britain and the United States are usually excluded from this course.)

Subcategories to include: Asian Literature and Middle-Eastern Literature

Music Appreciation (G-General; RP-Rock/Pop; J-Jazz)

This course is a study of how music creatively expresses self-understanding, cultural environment, and aesthetic values from ancient to modern times. An emphasis on the basic elements of music and the historical and stylistic periods, illustrated by examples from different genres, instrumental and vocal ensembles, and solo literature for voice and instruments.

Music Fundamentals

Rudiments of music (scales, key signatures, rhythms, intervals, notation) with their application within the context of music.

World Music

An introduction to the music of the world's cultures, emphasizing diversity and the uniqueness of each culture.

Music History I

A study of art music, its styles and forms with emphasis on representative works from the standard repertoire including the Medieval, Renaissance, Baroque, and Classic eras.

Music History II

A survey of the history of western music of the Romantic era through the twentieth century.

Acting I (A-Acting I; VD-Voice/Diction; TT-Theatre Techniques; SM-Stage Movement; SC-Stage Combat)

This course will provide an introduction to the fundamental training a beginning actor will need to develop their voice, body, creativity and characterization for the stage. Exercises and script analysis will be used as well as scene work.

Directing I (D-Directing I; S-Stage Management)

This course explores the fundamental principles of a director in a stage production through lecture, discussion, and hands-on experience. Student emphasis will be in selecting and analyzing the script, casting, composition, and character interpretation.

Music Performance (C-Choir; B-Band; O-Orchestra)

In process

Script Analysis (SA-Script Analysis; P-Playwriting)

Methodologies of script analysis from page to performance. Extensive writing will be required.

Stagecraft (S-Stagecraft; SD-Scenic Design; C-Costuming; D-Theatre Drafting; M-Stage Makeup)

Students will explore the technical aspects of a theatre production and the theory and processes of the designers.

Studio Art (D-Drawing; P-Painting; GA-Graphic Arts; S-Sculpture; C-Ceramics; M-Multimedia)

In process

Introduction to Philosophy

An introduction to historical and topical themes in philosophy, such as free will, God, personal identity, the limits of scientific knowledge, the nature of inferential reasoning, social justice, among others. Emphasis is placed on the rational examination of unquestioned presuppositions commonly made about human nature, the self's relation to others, and the interface of society and the individual brought to light by philosophical inquiry.

Introduction to Logic

This course introduces the student to basic principles of sound reasoning, including both deductive and inductive logic. Topics may include formal and informal fallacies, categorical logic, propositional logic, and other introductory topics in critical thinking.

Introduction to Ethics

An introduction to the philosophical study of morality, including broadly historical, topical, theoretical, and/or applied areas of ethical inquiry. Topics may include challenges to morality (relativism, egoism), moral theoretical foundations (virtue ethics, care ethics, deontological ethics, utilitarianism, pragmatism, particularism, pluralism, and others), social ethics (including race, sexuality, gender, and/or other issues in social justice), and applied areas (e.g., abortion, capital punishment, environmental ethics, healthcare, and so forth). Emphasis may be placed on conceptions of human nature presupposed by various theoretical and applied moral frameworks.

World Religion

An introduction to a wide variety of world religious belief systems and practices, as well as the historical-cultural value systems underpinning their various divergent and/or overlapping value systems. Topics include major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, among others), as well as various intradenominational religious expressions (e.g., Sunni, Shiite, Jainism, Lutheran, Methodist, Catholic, and so forth). Emphasis is placed on the development of a philosophical outlook that appreciates the religious pluralism of globalized societies.

Theatre Appreciation

An introduction to various aspects of theatre including theatre history, its role in society, and the collaborative roles and contributions of theatre artists including actors, directors, designers and critics.

Children's Theatre

This course will study various techniques and methods used in children's theatre and how those techniques are used in the development and production of a show for young people.

History of the Musical

A survey course covering the origin of the modern musical from its beginnings to present day.

Theatre History I

This course is a study of the history of theatre from ancient Greece to the Restoration Period. The course will explore the evolution of theatre with respect to its cultural, social and aesthetic contexts.

Theatre History II

This course is a study of the history of theatre from the Restoration Period to contemporary theatre. The course will explore the evolution of theatre with respect to its cultural, social and aesthetic contexts.

World Drama

A survey of world drama with emphasis on Greeks to present. Students will focus on development of each culture's theatre and its' global perspective.

Mathematics

Statistical Reasoning

Statistical Reasoning is a first course in statistics for students whose college and career paths require knowledge of the fundamentals of the collection, analysis and interpretation of data.

Topics include the presentation of interpretation of univariate and bivariate data using graphical and numerical methods, probability, discrete and continuous probability distributions, linear regression, an understanding of good practice in study design, statistical inference, confidence intervals and hypothesis testing. Emphasis is placed on the development of statistical thinking, simulation and the use of technology. Students should develop an appreciation of the need for data to make good decisions and an understanding of the dangers inherent in basing decisions on anecdotal evidence rather than data. To that end, students will use appropriate data-collection methods and statistical techniques to support reasonable conclusion through the following student learning outcomes.

Mathematical Reasoning & Modeling

Mathematical Reasoning and Modeling is a terminal course in mathematics for students in the humanities. Given the variety of college and career paths falling within the humanities, this course may be customized to fit the student needs for a particular postsecondary institution. The proposed student learning outcomes/objectives form a basic course framework that will be enhanced by including additional outcomes/objectives, as needed. The purpose of this course is to provide a comprehensive overview of the skills required to navigate the mathematical demands of modern life and prepare students for a deeper understanding of information presented in mathematical terms. Emphasis is placed on improving students' ability to draw conclusions, make decisions, and communicate effectively in mathematical situations that depend upon multiple factors. To that end, students will develop critical thinking and problem solving skills through the following student learning outcomes.

Pre-Calculus Algebra

Pre-Calculus Algebra is intended to prepare students for fields of study that would require a high level of algebraic reasoning or Calculus. Topics include the foundational principles of functions, the analysis of functions and algebraic reasoning.

Pre-Calculus

Precalculus is intended to prepare students for fields of study that would require a high level of algebraic and trigonometric reasoning or Calculus. Topics include the foundational principles of functions, the analysis of functions, algebraic reasoning, geometric reasoning, and trigonometry.

Natural Sciences

Astronomy

A lecture course in introductory astronomy that studies the Earth, Solar System, stars, galaxies and other selected topics.

Astronomy with Lab

A lecture and laboratory course in introductory astronomy that studies the Earth, Solar System, stars, galaxies and other selected topics.

Essentials in Biology

Lecture course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes biology fundamental concepts and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Essentials in Biology Lab

Lecture and laboratory course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes the fundamental concepts of biology and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Biology

Biology lecture course for majors that will take other biology courses. This course emphasizes the unifying principles of biology, including chemistry of biomolecules, cell theory, genetics, evolutionary theory, ecology, organismal biology and scientific inquiry. This course may be comprehensive or provide in-depth study within a subset of the unifying principles of biology.

Biology with Lab

Biology lecture and laboratory course for majors that will take other biology courses. This course emphasizes the unifying principles of biology, including chemistry of biomolecules, cell theory, genetics, evolutionary theory, ecology, organismal biology and scientific inquiry. This course may be comprehensive or provide in-depth study within a subset of the unifying principles of biology.

Essentials in Chemistry

Lecture course for non-science majors that will not take another chemistry course but would like a survey of the concepts in the discipline. Content emphasizes chemistry fundamental concepts and applications including scientific measurements and problem-solving.

Essentials in Chemistry with Lab

Lecture and laboratory course for non-science majors that will not take another chemistry course but would like a survey of the concepts in the discipline. Content emphasizes chemistry fundamental concepts and applications including scientific measurements and problem-solving.

Chemistry I

Chemistry lecture course for majors that will take other chemistry courses. This course is generally the first course in a two-course sequence. This course emphasizes modern atomic theory, structure and behavior of atoms and molecules, physical properties of matter, chemical reactions and energy relations, periodicity, the mole concept and its applications, and scientific measurements.

Chemistry I with Lab

Chemistry lecture course for majors that will take other chemistry courses. This course is generally the first course in a two-course sequence. This course emphasizes modern atomic theory, structure and behavior of atoms and molecules, physical properties of matter, chemical reactions and energy relations, periodicity, the mole concept and its applications, and scientific measurements.

Physical Geography

A study of the earth's natural systems including weather and climate, rocks and minerals, landforms and processes of landform development, biogeography, water resources and soils. Map fundamentals and the interrelationships of the geographic factors of the natural environment are emphasized.

Physical Geography with Lab

An introductory lecture and laboratory course of the earth's natural systems including weather and climate, rocks and minerals, landforms and processes of landform development, biogeography, water resources and soils. Map fundamentals and the interrelationships of the geographic factors of the natural environment are emphasized.

Geology

An introductory lecture course in physical geology that studies the materials, structure, and surface features of the Earth and the processes which have shaped it.

Geology with Lab

An introductory lecture and laboratory course in physical geology that studies the materials, structure, and surface features of the Earth and the processes which have shaped it.

Essentials in Human Biology

Lecture course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes biology fundamental concepts and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Essentials in Human Biology with Lab

Lecture and laboratory course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes the fundamental concepts of biology and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Human Biology

Lecture course for majors that will take further courses in the Life Sciences. The course contains basic concepts related to human biology including homeostatic mechanisms of the chemicals, cellular reproduction, genetics, anatomy and physiology of the human.

Human Biology with Lab

Lecture and laboratory course for majors that will take further courses in the Life Sciences. The course contains basic concepts related to human biology including homeostatic mechanisms of the chemicals, cellular reproduction, genetics, anatomy and physiology of the human.

Essentials in Physical Sciences

Lecture course for non-science majors that will not take another physical science course but would like a survey of the concepts in the discipline. Content emphasizes classical physics, energy, matter and heat, wave behavior, electricity and magnetism, modern physics (the atom and nucleus), geology, and astronomy.

Essentials in Physical Sciences with Lab

Lecture and laboratory course for non-science majors that will not take another physical science course but would like a survey of the concepts in the discipline. The laboratory portion reinforces topics discussed in lecture by utilizing hands-on experimentation. Content emphasizes classical physics, energy, matter and heat, wave behavior, electricity and magnetism, modern physics (the atom and nucleus), geology, and astronomy.

Essentials in Physics

Lecture course for non-science majors that will not take another physics course but would like a survey of the concepts in the discipline. Content emphasizes fundamental concepts and symbolism of physics with applications to everyday life. Topics include mechanics, heat, light, sound, electricity, magnetism, and some modern developments.

Essentials in Physics with Lab

Lecture and laboratory course for non-science majors that will not take another physics course but would like a survey of the concepts in the discipline. The laboratory portion reinforces topics discussed in lecture by utilizing hands-on experimentation. Content emphasizes fundamental concepts and symbolism of physics with applications to everyday life. Topics include mechanics, heat, light, sound, electricity, magnetism, and some modern developments.

Physics I

An algebra-based physics lecture course designed for students majoring in science fields other than physics or engineering. This course is generally the first course in a two-course sequence. This course emphasizes motion, mechanics, energy, heat and waves.

Physics I with Lab

An algebra-based physics lecture and lab course designed for students majoring in science fields other than physics or engineering. This course is generally the first course in a two-course sequence. This course emphasizes motion, mechanics, energy, heat and waves.

Advanced Physics I with Lab

A calculus-based physics lecture and lab course designed for physics and engineering majors. This course is generally the first course in a two-course sequence. The course emphasizes kinematics, mechanics, energy, momentum, waves, heat and thermodynamics.

Tab O Attachment 2 Core Curriculum Advisory Committee

Institution	Name	Title and Discipline
State Fair Community College	James Cunningham	Dean of Academic Affairs
University of Missouri-Kansas City	Kim McNeley	Associate Vice Provost, University College & Undergraduate Advising
St. Louis Community College	Zita Casey	Professor of English
University of Missouri -St. Louis	Alan Heisel	Professor of Communications
East Central College	Aaron Bounds	Professor of Music
Harris-Stowe State University	Kenneth Noe	Professor of Humanities
Lincoln University	David Nyaberi	Professor of Art
Mineral Area College	Chuck Gallaher	Professor of Theater
Ozarks Technical Community College	Lyndsey Strahan	Professor of English
Truman State University	Bridget Thomas	Professor of Classics and Director of Interdisciplinary Studies
Crowder College	Ryan Combs	Professor of Biological Sciences
Missouri University of Science & Technology	Klaus Woelk	Professor of Chemistry
Missouri State University	Josh Smith	Associate Professor of Biomedical Sciences
Moberly Area Community College	Becky Treu	Associate Professor of Physical Science
Missouri State University-West Plains	Rajiv Thakur	Professor of Geosciences
University Central Missouri	Rhonda McKee	Professor of Mathematics
State Tech College	Dawn Yerian	Professor of Mathematics
Northwest Missouri State University	Roger Von Holzen	Professor of Computer Science
Jefferson College	Leslie Buck	Professor of Psychology
Missouri Southern State University	Nii Abrhams	Professor of Economics
Missouri Western State University	Ali Kamali	Professor of Sociology
University of Missouri-Columbia	Cooper Drury	Professor Political Science and Associate Dean, Arts & Sciences
Southeast Missouri State University	Wayne Bowen Susan Kendrick	Professor of History and Director of University Studies Chair of English Department and Interim Director of University Studies
St. Charles Community College	William Griffin	Professor of Anthropology
Three Rivers College	Justin Hoggard	Dean of Instruction
Metropolitan Community College	Monte Helm Rich Higgason	Professor of Chemistry Professor of English