MOREHEAD STATE UNIVERSITY PETITION FOR GENERAL EDUCATION COURSE SUBSTITUTION

| STUDENT INFO | RMATION | | | | | | |
|--------------------------------|-----------------------------------------------------------------------------|-----------------------------|-------------------------|--------------------------------------|---------------------|------------------|--|
| Date: (mm/dd/y | yyy) Student | Name: | | | Studen | t ID #: | |
| Catalog year of | atalog year of student's current program: Term student first enrolled at M | | | | | | |
| REASON FOR R | EQUEST (plea | ase list the reason for the | e request – be specific | 2) | | | |
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| General Educat 1. For consi | | | est to occur. a co | ourse syllabus must be a | attached. | | |
| 2. The stude | ent is aware tl | hat the course CON | TENT, not cour | se LEVEL will be subst | tituted. For exan | | |
| | | it for the course. | evei course that i | s substituting for a 200 | -ievei wiso cours | se, the student | |
| Course Prefix: | Course #: | Course Title: | | | | Term Completed: | |
| | | | | | | • | |
| The above cours | se will meet th | e student learning (| outcomes for the | following category: | | | |
| | | 1 1 4 | 4 1 4 1 1 | | | 11 1 • 6• | |
| | | (SLO list included | | bove and explain how to document) | ne ianguage in th | e synabus vermes | |
| SLO #: (e.g. 1a.) | SLO: (e.g. | Speak effectively in | n conversational, s | small group, public, or in | ntercultural contex | its.) | |
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| Explanation of h | ow the langua | age in the syllabus | verifies that this | SLO is being met. | | | |
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| GLO II (1) | Let o | 0 1 66 7 1 1 | 1 | 11 11 1 | . 1. 1 | | |
| SLO #: (e.g. 1a.) | SLO: (e.g. | Speak effectively in | i conversational, s | mall group, public, or in | ntercultural contex | its.) | |
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| Explanation of h | now the langua | age in the syllabus | verifies that this | SLO is being met. | | | |
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| SLO #: (e.g. 1a.) | SLO: (e.g. Speak effectively in conversational, small group, public, or intercultural contexts.) | | | | | | | | |
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| Explanation of how the language in the syllabus verifies that this SLO is being met. | | | | | | | | | |
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| Academic Advisor | (the Advisor will forward | the comple | eted form to the Dean) | | | | | | |
| | | | ome for the category indicated. | | | | | | |
| The requested cours | se meets each statem Lea | | The for the edictory material. | | | | | | |
| | | | | | | | | | |
| Advisor Name (Ple | ease Print) | | Signature: | | Date:(mm/dd/yyyy) | | | | |
| Justification and Ap | proval | | | | | | | | |
| | in which the student's | Registrar | | Assoc. VP of Academic Affairs | | | | | |
| program resides. (Dean will forward | to Registrar's Office) | | strar's Office will forward to the P of Academic Affairs only if an | | | | | | |
| | | exception | is necessary. | | | | | | |
| Recommend | Do Not Recommend | | ption required list date of entry tion is requested, please | Recommend Do Not Recommend | | | | | |
| Explanation: | | explain. | tion is requested, piease | Explanation: | | | | | |
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| Date: (mm/dd/yyyy) D | | | nm/dd/yyyy) | Date:(mm/dd/yyyy) | | | | | |
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| Distribution of SLOs | FYS | Core Oral | Core Write 1 | Core Write 2 | Core Math | HUM 1 | HUM 2 | NSC 1 | NSC 2 | SBS 1 | SBS 2 | cs |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------|-----------------|-----------------|--------------|-------|-------|-------|-------|-------|-------|----|
| 1. Communication Skills | _ | | | | | | _ | | | | | |
| 1a. Speak effectively in conversational, small group, public, or intercultural contexts. | | Х | | | | | | | | | | Х |
| 1b. Read college-level texts for comprehension. | | Х | Х | | | | Х | | | | Х | |
| Write effectively for a variety of target audiences using conventions associated with standard English. | | | Х | Х | | | | | | | | Х |
| 1d. Convey relationships using two or more of the following: equations, graphs, tables, maps and diagrams. | | | | | | | | | | Х | Х | |
| 2. Intellectual Skills | | | | | | | | | | | | |
| 2a. Employ current research technologies in the process of locating, analyzing, evaluating and using information. | | Х | Х | Х | | | | | | | | |
| 2b. Effectively utilize deductive or inductive reasoning. | | | | | | | | | Х | | | |
| 2c. Analyze or evaluate diverse points of view. | | | | Х | | | | | | Х | | |
| 2d. Articulate ethical consequences of decisions or actions. | Х | | | | | | | | | | | |
| 2e. Apply knowledge and skills to new settings. | Х | | | | | | | | | | | Х |
| 3. Quantitative Skills | | | | | | | | | | | | |
| 3a. Analyze problems using arithmetic, geometric, algebraic or statistical methods. | | | | | Х | | | | | | | |
| 3b. Use deductive reasoning in a formal, symbolic, axiomatic system. | | | | | Х | | | | | | | |
| 3c. Verify answers to mathematical or scientific problems. | | | | | х | | | | | | | |
| 4. Knowledge of Human Cultures | | | | | | | | | | | | |
| 4a . Investigate the history of the basic principles or operations of the United States government with a view to being a responsible citizen. | | | | | | | | | | Х | | |
| 4b . Investigate the worldview of societies outside the United States. | | | | | | Х | Х | | | | | |
| 4c . Analyze historical processes that influence individuals or groups. | | | | | | | Х | | | | | |
| 4d. Demonstrate the knowledge necessary to make choices that promote sustained health and wellbeing. | | | | | | | | Х | | | Х | |
| 5. Knowledge of the Natural World | | | | | | | | | | | | |
| 5a. Classify statements as scientific or nonscientific. | | | | | | | | Х | | | | |
| 5b. Apply scientific or technological concepts to solving problems of natural systems. | | | | | | | | Х | Х | | | |
| 5c. Employ a scientific approach to analyze scientific questions. | | | | | | | | | Х | | | |
| 6. Knowledge of Aesthetics | | | | | | | | | | | | |
| 6a . Discuss how ideas are communicated through the expressive arts; e.g., literature, theatre, dance, music, or visual arts. | | | | | | х | | | | | | |
| 6b . Analyze the aesthetic value of creative productions in a cultural or historical context. | | | | | | х | | | | | | |
| SLO Count | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |