



General Education Task Force

Year 1 Report
9/8/2026



General Education Task Force Membership

Academic Year 2025-2026

- Sarah Anthony - Academic Advisor & Health Sciences
- Shannon Breske – CORE 42 Rep & Business
- Jonathan Cisco – Office of Educational Assessment
- James Crozier – Arts and Science & Faculty Council Academic Affairs
- Charles Darr - Engineering
- Rebecca Fallon – Academic Advisor & Arts and Science
- Rachel Harper – Honors College & Arts and Science
- Brian Houston – Office of the Provost
- Christopher Josey – Arts and Science & Undergraduate Dean
- Amy Lannin – Campus Writing Program & Education and Human Development
- Kathryn Lucchesi - Journalism
- Graham McCaulley – Community Engaged Learning & Extension
- Nicole Monnier – Arts and Science
- Carrie Nicholson – Office of the Provost
- Carolyn Orbann – Faculty Council Chair & Health Sciences
- Alan Parrish - Medicine
- Catherine Peterson - CAFNR
- Jeanette Pierce - Libraries
- Liam Redinger – University Data, Analytics and IR
- Stephanie Reid-Arndt – Health Sciences & Undergraduate Dean
- Jim Spain – Undergraduate Studies
- Bethany Stone – CUE & Arts and Science
- Amber Vroman - Nursing

MU General Education Program Learning Outcomes Summary

Upon completion of the MU General Education Program, students will ...

- I. Develop the ability to think across disciplines, drawing on scientific, humanistic, and artistic perspectives to understand and address today's complex challenges.
- II. Demonstrate critical and creative thinking through reflection and problem-solving.
- III. Communicate effectively with diverse audiences through writing, speaking, and visual media.
- IV. Locate, evaluate, and ethically use information from a range of sources representing a variety of media to create and communicate knowledge.
- V. Build the knowledge and skills to thrive personally while contributing as engaged citizens to healthy, sustainable communities.
- VI. Demonstrate the ability to collaborate and leverage each person's unique abilities to accomplish shared objectives.

Summary of the process

Creating this draft of the MU General Education Program Learning Outcomes (PLOs) started with a review of PLOs from the general education programs of peer institutions. In each case, the PLOs were examined for their strengths, accessibility, and appropriateness to Mizzou. We made notes on how the PLOs were communicated and aligned within the framework of the institution's entire general education program.

From there, each person brainstormed important skills for MU students, initially using a single word (e.g., communication) or phrase. We grouped related skills and six themes emerged which eventually evolved into the six PLOs in this document. We began expanding the themes to script assessable statements. We completed a crosswalk between the fledgling statements and the State of Missouri Core-42 Framework and found a significant overlap as well as some gaps, which provided insight for more edits.

At the end of its first year (AY25-26) and after multiple rounds of discussion and revision, the General Education Task Force has generated the following draft of General Education Program Learning Outcomes. In the second year, we hope that this draft will receive

community feedback and further revisions to create a shared vision for the learning outcomes of the MU General Education Program.

MU General Education Program Learning Outcomes Detail

Upon completion of the MU General Education Program, students will ...

I. Ways of Knowing & Disciplinary Breadth

Develop the ability to think across disciplines, drawing on scientific, humanistic, and artistic perspectives to understand and address today's complex challenges.

1. Students will apply the tools and methods of multiple fields to investigate and create new knowledge.
2. Students will connect knowledge across disciplines to address complex, relevant challenges.
3. Students will demonstrate global, historical, and cultural awareness, preparing them to engage thoughtfully in an interconnected world.

Why this matters:

At Mizzou, pairing knowledge and skills from different disciplines gives students opportunities to learn and apply multiple ways of thinking to real-world problems.

- **Complex problems require multiple perspectives from multiple disciplines;** understanding and addressing them requires awareness of different methods, types of evidence, and vocabularies.
- **Intellectual flexibility and integrative thinking are high-value outcomes.** Employers expect people who can move between empirical analysis, critical interpretation, creative production, and ethical reasoning.
- **Global, historical, and cultural awareness grounds disciplinary knowledge in context.** It helps students interpret how ideas and practices have developed, value multiple viewpoints, and act responsibly in an interconnected world.

How this outcome can be supported and assessed in MU's General Education program:

- **Pathways and scaffolded curricula:** Organize the General Education offerings into interdisciplinary clusters of courses arranged around real-world issues. Assessment may include a reflective portfolio that spans the courses and illustrates growth.
- **Team-taught interdisciplinary and cross-listed courses:** At MU, courses are offered that pair faculty from different disciplines to model multiple methods and collaborative inquiry. Assessments incorporate ideas and methods from multiple fields.
- **High-Impact Practices:** Writing, service learning, study abroad, research, internships, and other faculty-mentored authentic learning experiences all ask students to apply a variety of disciplinary ideas and tools and support this learning outcome.

Reference sources:

- NACE Critical Thinking Competency
- AACU Inquiry and Analysis VALUE Rubric and Integrative Learning VALUE Rubric

II. Critical & Innovative Thinking

Demonstrate critical and creative thinking through reflection and problem-solving.

1. Students will analyze complex issues thoughtfully by considering context, evidence, and varied perspectives.
2. Students will demonstrate creative and resourceful approaches to problem-solving and expressive endeavors.
3. Students will articulate conclusions that are supported by credible information and sound reasoning.

Why this matters:

At Mizzou, developing critical and innovative thinking prepares students to navigate complexity and uncertainty with confidence and creativity. Learning experiences aligned to this outcome develop students' capacity to engage thoughtfully with complex ideas and challenges. Students will learn to examine issues from multiple angles and generate creative and well-reasoned approaches to problems. Through this process, they will develop the intellectual habits necessary for lifelong learning and adaptation in a rapidly changing world.

- **These skills are essential for informed citizenship and professional success.** The ability to analyze information critically, evaluate competing claims, and generate creative solutions is fundamental to participation in a democratic society and valuable across all career paths.
- **Creative problem-solving is the driver of innovation.** These skills enable students to approach challenges with flexibility and resourcefulness, essential qualities in a world where traditional solutions are no longer sufficient.

How this outcome can be supported and assessed in MU's General Education program:

- **Problem-based learning:** Integrate real-world case studies in general education courses with students' thinking assessed through proposals that demonstrate both critical analysis and creative approaches.
- **Structured reflection and metacognition:** Embed reflection assignments that ask students to examine their thinking and evaluate their reasoning.
- **Creative projects and alternative assessments:** Let students select from multiple options to demonstrate their learning including creative works, multimedia presentations, or innovative design projects that require both analytical thinking and self-expression.
- **Debate, discussion, and peer review:** Create opportunities for students to engage with multiple perspectives and receive a variety of feedback, evaluating their use of evidence, logical reasoning, and respectful engagement with opposing views.
- **Integrate with information and digital literacy:** Partner with MU Libraries to teach evaluation of sources, recognition of credible information, and ethical use of evidence. Assess using projects that require students to navigate conflicting information and support conclusions with appropriate evidence.

Reference sources:

- [AAC&U Critical Thinking Values Rubric](#)
- NACE [Critical Thinking Competency](#)
- [Mizzou Career Readiness Critical Thinking](#)

III. Communication

Communicate effectively with diverse audiences through writing, speaking, and visual media.

1. Students will create, revise, and present messaging in multiple formats that are well-organized, purposeful, and responsive to context.
2. Students will synthesize and interpret others' ideas by listening carefully, reading critically, and accurately interpreting communications in multiple formats.

Why this matters:

This learning outcome prepares Mizzou students to communicate clearly and persuasively across written, spoken, and multimodal formats including visual and digital media. It emphasizes both creating and revising messages and carefully receiving others' communication through listening and reading. Strong communicators can shape messages for different audiences and contexts and interpret, synthesize, and respond to the ideas of others—skills essential for academic success, civic participation, and professional life.

- **Real-world communication is multimodal.** Employers expect clear writing, effective speaking, and compelling digital and visual communication.
- **Creation and revision are inseparable.** Producing polished, purposeful messages requires drafting, feedback, and intentional revision.
- **Listening and reading are active, assessable skills.** Understanding others' ideas is as important as expressing your own—critical reading and attentive listening to enable better collaboration, informed decision-making, and ethical engagement.
- **Audience awareness shapes communication.** Communicating well with diverse audiences increases understanding and informs actions.

How this outcome can be supported and assessed in MU's General Education program:

- **Course design and pathways:** In addition to completion of communication and writing courses, embed multimodal communication outcomes in other general education courses, including capstones or thematic pathways so students practice formats in discipline-relevant contexts.
- **Campus resources:** Connect students with the Writing Center, the Learning Center, and MU Libraries for creative and technical support.
- **Real audience projects:** Partner with employers or peer audiences to provide an authentic purpose and informed perspectives.
- **Communication project:** Require a culminating project that synthesizes multiple sources and perspectives and demonstrates sustained improvement through a revision process.

Reference sources:

- [National Communication Association](#)
- [International Communication Association](#)

IV. Information & Digital Literacy

Locate, evaluate, and ethically use information from a range of sources representing a variety of media to create and communicate knowledge.

1. Students will critically assess the credibility, relevance, and potential biases of information resources.
2. Students will synthesize information to support original arguments, problem-solving, or creative work through appropriate digital platforms and tools.
3. Students will demonstrate ethical responsibility in accessing, using, and sharing information.

Why this matters:

Developing information, media, and digital literacies guides students in successfully navigating their text-filled education, workplace, and community environments.

- **Other outcomes are built from this one.** The skills and concepts included in this outcome provide scaffolding needed for the other program learning outcomes, such as critical thinking and civic responsibility.
- **These are skills needed for lifelong learning and adaptation.** The ability to independently locate and evaluate information empowers graduates to continue learning beyond the classroom, stay current in rapidly changing fields, and make informed decisions about emerging issues throughout their personal and professional lives.
- **Provide strategies against misinformation.** Our students need sophisticated skills to distinguish credible sources from misleading content, protecting themselves from harmful misinformation in their personal and professional lives.
- **Our graduates need professional competence in a digital economy.** Nearly every career path now requires the ability to find, analyze, and present information using digital tools. Graduates who can efficiently and ethically navigate databases, leverage digital tools, and create compelling digital content have a significant competitive advantage in the job market.

How this outcome can be supported and assessed in MU's General Education Program:

- **English 1000, Writing Intensive, and Capstone courses:** Students complete source-based writing/communication projects that demonstrate information access, understanding a range of texts, analysis and synthesis of information, and writing processes.
- **Campus resources:** MU Libraries for student support in accessing resources; The Writing Center for information analysis support and comprehension to composing connections.
- **National Survey of Student Engagement (NSSE) Topical module on Information Literacy:** Items include students' use of information sources, research-based inquiry, and experiences with research libraries.

Reference sources:

- NACE [Technology](#) and, to a lesser extent, [Communication](#)
- Informed by peer institution assessment, especially UI Springfield (Information Literacy)
- ACRL Framework for Information Literacy for Higher Education. 2016. Accessed 4/21/2026. <https://www.ala.org/acrl/standards/ilframework>

V. Civic Responsibility

Build the knowledge and skills to thrive personally while contributing as engaged citizens to healthy, sustainable communities.

1. Students will describe the complexity of interconnected issues [insert pathways*] that influence individual well-being and shape society.
*The pathways could be interdisciplinary themes such as health, the environment, technology, artificial intelligence, global perspectives, etc.
2. Students will apply evidence and disciplinary perspectives to evaluate choices and actions that affect community well-being, sustainability, and their responsibilities as members of society.

Why this matters:

This learning outcome prepares students to thrive personally while contributing to their communities. It emphasizes civic responsibility and the interdisciplinary nature of real-world problems—showing how culture, science, health, agriculture, natural resources, engineering, education, business, journalism, and other systems interconnect to shape individual and collective wellbeing. At Mizzou, general education courses aligned to this outcome help students develop the knowledge, practical skills, and civic habits needed to understand complex social contexts and to act responsibly within communities.

- **Civic challenges are inherently interdisciplinary.** Effective citizenship requires the ability to see connections across systems and to weigh tradeoffs when making decisions that affect others.
- **General education has a long tradition of preparing students for citizenship.** Students who learn to analyze interdependencies and practice civic responsibility are better prepared for democratic participation, community leadership, and careers that demand ethical, evidence-based problem solving.
- **Connecting personal and community well-being supports resilience.** Students who proactively develop themselves and their careers through continual personal and academic learning, as well as situate their own choices within broader civic and

community contexts, are better prepared for leadership, ethical decision-making, professional growth, and informed decision-making.

How this outcome can be supported and assessed in MU's General Education program.

Lean into high-impact practice categories and quality dimensions through:

- **Interdisciplinary course clusters or “pathways”:** Organize GE offerings around themes (health, environment, technology/AI, global perspectives, urban systems, etc.) so students explore an issue from scientific, ethical, economic, historical, and policy angles.
- **Team-taught and co-listed courses:** Pair faculty from different units (e.g., public health + political science, engineering + ethics) to model integrative inquiry.
- **Learning by doing:** Embody the Missouri Method by using community engagement projects, service and experiential learning, or applied simulations to let students apply classroom learning to real civic problems.
- **Reflection and personal relevance:** Build structured reflective assignments that ask students to link personal choices to community impacts and to articulate how disciplinary perspectives informed their reasoning.

VI. Collaboration, Teamwork, and Leadership Skills

Demonstrate the ability to collaborate and leverage each person's unique abilities to accomplish shared objectives.

1. Students will collaboratively apply multiple ideas, strategies, and skills to improve the quality of their work.
2. Students will contribute skills, time, and effort to shared goals.
3. Students will navigate conflict and challenges without losing momentum.
4. Students will demonstrate leadership by taking responsibility for helping the group succeed.

Why this matters:

- **Graduates will work with others.** Virtually all careers will involve working with and collaborating with others. Collaboration is inherent, as most courses already require (and MU prioritizes) group work. This outcome provides shared language and expectations for what students should learn *from* those experiences.
- **Leadership takes many forms.** Although not all graduates will serve in named leadership positions, all will work in teams and have the ability to positively influence group problem-solving. By recognizing and capitalizing on personal and team strengths, students are developing the foundational skills employers and organizations need.
- **General Education is often where students first practice these skills intentionally.** Framing these skills clearly helps align courses without requiring advanced or discipline-specific abilities.

How the Outcome Can Be Supported and Assessed in MU's General Education Program

- **Use appropriate existing General Education contexts.** This includes many existing structures, such as first-year experience courses, discussion-based humanities and social science courses, lab or project-based science and technology courses, service learning or community-engaged courses at the introductory level, and large courses using structured small-group work.
- **Integrate with common assessment approaches.** Existing course structures and assessments can be leveraged to assess this outcome including group projects with individual reflection components; peer- and self-assessments focused on contribution and accountability; short reflective writing on group challenges and strategies; instructor-designed rubrics tied to contribution, responsibility, and collaboration; and structured discussion participation or group roles.
- **Leverage national and campus resources.** This outcome is included as a desirable career skill in many developed frameworks, including the NACE competencies and the T.I.G.E.R.S. Values. These sources provide resources to instructors on developing and assessing these skills in students.

Reference sources:

- [AAC&U Teamwork Values Rubric](#)
- NACE [Teamwork](#) & [Leadership](#) Competencies
- [Mizzou Career Readiness Teamwork & Leadership](#)

- [T.I.G.E.R.S. Values](#)

DRAFT

General Education Taskforce – Structural Revision Recommendations

The Year 2 General Education Taskforce should develop plans to implement the following changes to the Mizzou General Education curriculum:

1. Establish pathways for the 27-hour General Education distribution requirements.
 - Pathways represent different themes/topics that students can focus on as they complete their distribution requirements in science, behavioral/social science, and humanities/fine arts.
 - Pathways could represent themes/topics such as “the environment,” “artificial intelligence,” or “global perspectives.”
 - Pathways could be deleted, changed, or added over time.
 - To complete a pathway, students would complete one or more courses in each distribution category (science, behavioral/social science, and humanities/fine arts) that are coded as belonging to that pathway.
 - Pathways could provide a roadmap related to interests for students as they complete their distribution requirements, might establish pathway cohorts with peer students, and could provide a way to students to document interests and competencies resulting from General Education.
 - Pathways should be developed so they do not serve as a barrier to student progress and General Education completion. A general pathway may be necessary to prevent students from needing to take additional courses just to satisfy pathway requirements.
 - A decision is needed as to whether pathways are transcribed or not.
2. Identify, modify, or develop an introductory course that can be used in the General Education program.
 - The introductory course might be included as part of the distribution requirements and thus not constitute new credit hour requirements.
 - The introductory course might align with the pathways change described in #1.
 - Course could include some content addressed in Mizzou 101 or align with that course in other ways.
 - Course could include an introduction to the purpose of General Education.
 - Course could emphasize the value of General Education and interdisciplinary study.
 - Course could provide hands-on learning opportunity (e.g., Mizzou Made).
 - Could be a course with small enrollment.

- Could connect to FIGs.
 - As described above, a variety of introductory courses exist across campus and these should be reviewed to determine if they can be adopted or modified for use to address this structural change.
3. Create a final course for the General Education program.
- The final course could be included as part of the distribution requirements and thus not constitute new credit hour requirements.
 - The final course could align with the pathways change described in #1.
 - Course could emphasize the value of General Education and interdisciplinary study and help students identify the knowledge and skills learned through their General Education program.
 - Could be used to evaluate the General Education program (i.e., assess General Education learning outcomes).
4. Consider adopting new course requirement(s) if needed to meet Program Learning Outcomes.
- Possible new course requirements include: oral communication course, additional writing intensive course, research intensive course, reading intensive course, and a general high impact practice (HIP) requirement.
 - An additional course requirement could be integrated into the current Mizzou 39 credit hour General Education framework and thus not result in new credit hour requirements.
 - The Year 1 Taskforce generally supported the incorporation of new course requirements, but does not have a specific recommendation related to General Education new course requirements.
 - Could be part of General Education or University requirements.

These recommendations are intended to provide directional guidance for General Education program modifications. The Year 2 General Education Taskforce should note that the detailed planning and implementation process may reveal practical constraints, resource limitations, or other considerations that could necessitate adjustments to these recommendations or, in some cases, may warrant reconsidering the feasibility of implementation. The Year 2 General Education Taskforce should exercise appropriate judgment in adapting these proposals as needed during the development phase.

Other issues to address in Year 2

1. Branding

- Develop a brand for Mizzou's General Education ("Mizzou Made") with an explanation for the purpose of the program and associated Program Learning Outcomes to better define and communicate what General Education is at Mizzou.
- Key audiences include prospective students and their families, current students, staff, faculty, alumni, state leaders, and accreditors.

2. Process Improvements

- A variety of General Education process improvements/clarifications may be needed. Addressing these issues may better define, strengthen, and streamline General Education at Mizzou. These include:
 - Leveling –General Education should be limited to 1000/2000 level courses. Clarify expectations related to course levels to support a change in this area.
 - Committee on Undergraduate Education (CUE)/Undergraduate Curriculum Committee (UCC) – The roles of existing curricular committees and their role in reviewing General Education courses should be clarified.
 - Existing General Education Courses – All existing General Education courses will need to be re-reviewed given any General Education program changes.

Summary of Engagement Activities

Members of the workgroup have attended six meetings to hear early feedback from stakeholders. This represents about half of the high priority stakeholders we identified earlier this semester.

Executive Summary (top 3 lists)

The "Top 3" lists demonstrate that three specific themes are at the forefront of everyone's mind, regardless of their role:

1. The "Value" Narrative: Stakeholders are shifting from a "check-the-box" mentality to a "meaningful experience" model. Success depends on communicating Gen Ed as a "Mizzou Brand" asset.
2. Logistical Urgency: While Fall 2028 feels distant, the complexity of state mandates (**Core 60**) and administrative re-coding makes the timeline feel aggressive.
3. Student-Centric Pathways: The desire for "clearer pathways" and "relevance" was repeated across almost every list. Students are tired of picking classes based on "schedule fit" and want a curriculum that feels relevant to their specific major or interests.

I. Engagement Overview

- **Progress:** 6 meetings completed (approx. 50% of high-priority stakeholders).
- **Groups Consulted:** LBC, CUE, Dean's Council, AALC, UG Curriculum Committee, and UG Deans.

What follows is a very brief summary of feedback organized into themes by the major questions on our data collection tool

II. Key Themes & Opportunities

Identity & Value: "The MU Difference"

The "Mizzou Difference" (Identity & Innovation)

- **Intentionality:** Stakeholders want to see Gen Ed translate directly into professional success. Relevancy is an important concept here
- **Mizzou 101 & Capstones:** Alignment exists for "bookending" the experience with a transition course (Mizzou 101) and a universal synthesis Capstone.
- **Strategic Trust:** This revision is a timely tool to address skepticism regarding the value of higher education with parents and state stakeholders.

Operational "Spring Cleaning"

- **Catalog Reform:** This is a rare chance to deactivate redundant "ghost" courses and clean up inconsistent pre-requisites, among others that might not fit Gen Ed requirements.
- **High-Impact Practices (HIPs):** There is excitement about scaling HIPs, provided there is clear financial and human resource support for departments.

III. Risks & Guardrails

Category	Primary Concern	Mitigation / Guardrail
Infrastructure	SIS/Registrar capacity	Ensure back-end systems can track "Pathways" before launch.
State Mandates	Core 60 (2027/28)	Sync internal timelines to avoid "double work" on transfer alignment.
Faculty Workload	"Review Overwhelm"	Streamline CUE/UG CC approval processes; avoid creating new boards.
Fiscal Equity	RAM Model impacts	Address anxieties regarding how credit-hour shifts affect departmental revenue.
Student Path	"Pathways to Nowhere"	Guarantee course availability so students don't feel they "failed" a pathway.

Notably, CUE did not provide any feedback here

iv. Implementation Roadmap

No notes from LBC in this category

- **Backwards Planning:** We must work backward from Registrar deadlines to set realistic milestones.
- **CUE Review:** A major looming question is whether **all** existing Gen Ed courses require resubmission. This remains a point of "mixed opinion" and potential overwhelm.
- **Scalability:** The framework must remain robust enough for current growth while being sustainable for the projected "enrollment cliff."