

University of Illinois at Springfield

General Education Council

ECCE Course Approval Criteria

Area: Global Awareness (ECCE)

To seek general education course approval, faculty or programs must complete two forms:

- UIS New Course Proposal and Change Form
- Baccalaureate Outcomes Checklist

Forms available at: <http://www.uis.edu/generaleducation/curriculum/facultyforms.html>

Forms and syllabus should be submitted to the appropriate college curriculum committee, then to the dean, and finally to the Office of Undergraduate Education (PAC525) for distribution to the General Education Council. For questions, please contact the Office of Undergraduate Education (206-7413).

Note on Assessment:

All faculty submitting a course for approval will need to participate in institutional assessment. Consent to participate and supply necessary materials is required for course approval. Assurance of student learning and continuous improvement processes offer faculty the opportunity to engage in the scholarship of teaching and learning and are expected of every institution of higher learning by regional accreditors. If the course is approved:

- Faculty may be asked to submit sample student work for assurance of student learning projects.
- Faculty will be provided instructions on submitting student work and other materials, such as syllabi and assignment prompts, by project coordinators.
- Faculty may need to make arrangements to make copies of student work submitted in paper or to make available electronically submitted work.

Assessment projects are reviewed by the Institutional Review Board and are confidential for both faculty and students. All identifying information is removed from student work prior to the assessment process, and data are presented in the aggregate. Assessment is used to measure student learning and is **not** used in evaluation of instructors.

Note on Recertification:

The General Education Council will recertify courses on a rolling basis, usually every 3-5 years. Recertification is the process by which the General Education Council will ask for a current syllabus and analyze it to ensure the course continues to meet the learning outcomes and other requirements for the category. If GEC changes the category learning outcomes or other course approval criteria, faculty may be asked to recertify courses to meet the revised requirements. Adequate time and faculty development will be provided to faculty to make the changes.

General Information on the Engaged Citizenship Common Experience (ECCE)

Below is a handy set of criteria that faculty teaching ECCE should follow:

ECCE Requirements
Course must be 200, 300, or 400 level.
Course must be a 3- or 4-hour course.
Course must be available and accessible to all students, regardless of major, and a students' prior knowledge of the topic or discipline(s) addressed in the course is <i>not</i> assumed.
Course meets selected learning baccalaureate outcomes in Goal 5, Engaged Citizenship (listed below) and the category-specific learning outcomes (listed below).
Course meets <i>at least</i> the following three UIS baccalaureate skills outcomes from Goals 1 and 2: <ul style="list-style-type: none"> • Read baccalaureate-level materials effectively, reflecting comprehension and synthesis; • Exhibit a knowledge of and ability to effectively locate, evaluate, interpret, and use information; • Engage in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.
Course utilizes an <i>interdisciplinary approach</i> ; that is, it draws on the content, concepts, and/or methodologies of two or more disciplines with a deliberate effort to achieve integration.
Course includes activities and assignments that involve students in an <i>active learning process</i> (Active learning involves activities beyond students listening to lecture. Students in ECCE courses should read, write, discuss, and/or be engaged in analysis, synthesis, evaluation, and solving problems.)
Course presents perspectives and value systems that extend beyond the usual cultural boundaries of most students.
Course helps students answer the following questions: <ul style="list-style-type: none"> • What are the major issues, trends, expressions, policies, etc. regarding the topic of the course?

- How has my worldview been affected by my experiences, attitudes, assumptions and beliefs? (Note: issues that could come up in discussion include but are not limited to race/ethnicity, class, socio-economic status, gender, sexual orientation, religion, ethics, nationality, age, physical ability, etc.)
- How can I apply the skills, values, and ideas developed in this course? (e.g., reading the news, getting involved in a campaign, joining or forming a club on campus, planning study abroad, etc.).

The General Education Council will use the above criteria in making determinations about the appropriateness of the course for the general education curriculum. For the GEC to make a positive determination, the above requirements should be visible in the syllabus. On the General Education Checklist, you will be asked to indicate that your course meets the above criteria. Feel free to use space on that form to explain how the proposed course meets these criteria.

Please note that the **baccalaureate outcomes for Goal 5, Engaged Citizenship** are as follows:

Upon completion of the general education curriculum, students should be able to:

1. Recognize the social responsibility of the individual within a larger community.
2. Practice awareness of and respect for the diversity of cultures and peoples in this country and in the world.
3. Reflect on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
4. Identify how economic, political, and social systems operate now and have operated in the past.
5. Engage in open-minded and ethical decision-making and action.
6. Distinguish the possibilities and limitations of social change.

Required Learning Outcomes for Global Awareness Courses

Course readings and assignments clearly help students exhibit all three of the following behaviors:

- **Cultural Awareness**

Students should be able to demonstrate awareness of and respect for non-U.S.

cultures. Students comprehend, empathize with, and demonstrate a nuanced understanding of multiple worldviews within non-U.S. locations. Students explain phenomena in relation to larger contexts (e.g. cultural, environmental, historical, political, ideological and/or economic).

Readings and assignments should explicitly invite students to explore non-U.S. cultures from an insider point of view, rather than a supposedly neutral global perspective. Readings that happen to be set in a location but do little to contextualize information within the culture or local natural environment are not appropriate. If instructor is focusing on one region, location, or nation, readings and assignments should guide students to analyze multiple perspectives within that single location.

- **Global Interconnections**

Students should be able to address and analyze phenomena in our interconnected world.

Students recognize how ideas, events, and actions in one location have consequences elsewhere for humans and/or the natural world. Students analyze how policies, processes, and/or trends relating to global phenomena are constructed, influenced or altered. No region, culture or ecosystem is autonomous or self-contained.

- **Power Inequities**

Student should be able to identify and analyze power inequities among different cultures/societies/countries/regions within natural, historical and/or contemporary contexts.

Groups based on race/ethnicity, socio-economic class, nationality, religion, age, gender, sexualities, or disabilities often have different access to decision-making and/or resources, which could include natural resources. Courses that focus largely or solely on the powerful are not appropriate.

Preferred Course Features for Global Awareness Courses

Global Awareness courses are encouraged that help students:

- Examine global power inequities such as global North/South, first world/third world, overdeveloped/underdeveloped, or unsustainable/sustainable regarding unequal transfer or distributions of wealth, knowledge, cultural or artistic materials, technology, health care, or natural resources;
- Promote knowledge and appreciation of the contributions of understudied or undervalued cultures, countries or regions of the world;

- Examine inequalities in resources or externalities (e.g. pollution production versus pollution impact) in a global context.

A note about study abroad and travel abroad:

Approved Study Abroad may fulfill the Global Awareness category, but the student should engage in coursework that should fulfill all three of the learning outcomes stated above. Travel abroad (travel that does not involve coursework) may not be used to fulfill this category.