

University of Illinois at Springfield

General Education Checklist

Course Subject and Number: _____ **General Education Category:** _____

Course Title (30 characters): _____

Departmental Contact Person: _____

Section I. Goals and Learning Outcomes for Baccalaureate Education

On April 6, 2007, the UIS Campus Senate passed Resolution 36-26 creating a set of goals and learning outcomes for baccalaureate education. The preamble to those goals and learning outcomes states: "By emphasizing scholarship skills in the service of the public good, UIS prepares students for life-long learning and engaged citizenship. UIS prepares students to discover, integrate, apply, and communicate knowledge for the benefit of individuals, families, and communities."

All general education courses should meet selected outcomes of Goals 1-4, although no course can meet every outcome. **Please check all that apply below.** Lower division general education courses may meet some outcomes of Goal 5, Engaged Citizenship, but are not obliged to do so. Courses approved for ECCE categories, including U.S. Communities, Global Awareness, Engagement Experience, and ECCE Elective (including On-going Controversies), must meet *at least some* outcomes of Goal 5. You are encouraged to add explanations regarding how your course meets the criteria below (see models of successful course approval packets available on the Academic Planning website).

1. Discovery of Knowledge

UIS graduates should be information and communication technology literate, exhibiting a strong proficiency in locating, reflectively comprehending, and synthesizing appropriate college level readings, toward the goal of knowledge creation.

Competencies include:

- Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis.
- Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information.
- Exhibiting a knowledge of and ability to use information and communication technologies.

2. Integration of Knowledge

UIS graduates should be able to evaluate and integrate information and concepts from multiple disciplines and perspectives.

Competencies include:

- Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.
- Differentiating the approaches that underlie the search for knowledge in the arts, humanities, natural sciences, history, or social and behavioral sciences.

3. Application of Knowledge

UIS graduates should be able to apply knowledge to address meaningful problems and issues in the real world.

Competencies include:

- Exhibiting a knowledge of and ability to use contemporary technologies.
- Identifying, interpreting, and analyzing quantitatively presented material and solve mathematical problems.
- Constructing intellectual projects independently and work effectively in collaboration with others.

4. Communication of Knowledge

UIS graduates should be able to communicate knowledge and ideas effectively both orally and in writing.

Competencies include:

- Expressing ideas, facts and arguments in a written format that depicts competency in the use of syntax, organization, and style appropriate to the audience.
- Exhibiting effective oral communication skills, paying attention to content and audience.

5. Engaged Citizenship

UIS graduates should be able to engage in questioning and critical thinking that leads them to explore peoples, systems, values, and perspectives that are beyond their usual boundaries. Students should engage in active and integrative learning to become ethical, responsible, and engaged citizens in a democracy.

(Note that courses approved in ECCE categories, including Comparative Societies, must meet at least some of the following outcomes.)

Competencies include:

- Recognizing the social responsibility of the individual within a larger community.
- Practicing awareness of and respect for the diversity of cultures and peoples in this country and in the world.
- Reflecting on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
- Identifying how economic, political, and social systems operate now and have operated in the past.
- Engaging in informed, rational, and ethical decision-making and action.
- Distinguishing the possibilities and limitations of social change.

Section II. Course Approval Criteria

The General Education Council has developed a set of approval criteria. Checking boxes below signifies that your course meets these approval criteria. You are encouraged to add explanations regarding how your course meets the criteria below (see models of successful course approval packets available on the Academic Planning website).

I. Basic Criteria (All faculty submitting General Education Courses should complete this section)

- Course meets basic requirements of level and number of hours.
(Note: 100 level and 3 hours for Comparative Societies; 100 or 200 level and 3-4 hours for Lower Division General Education; and 200, 300, or 400 level and 3-4 hours for ECCE courses.)
- Course is available and accessible to all students, regardless of major, and a student's prior knowledge of the topic or discipline(s) addressed in the course is *not* assumed.
(Note: Not applicable in the case of research projects or language courses under the Engagement Experience or ECCE Elective.)
- Course meets selected Baccalaureate Goals and Outcomes, including, whenever appropriate, Goal 5, Engaged Citizenship.
(Note: Lower division courses must meet selected outcomes of Goals 1-4 and are encouraged to meet selected outcomes of Goal 5. ECCE courses must meet selected outcomes of Goal 5.)
- Course meets selected category outcomes.
(Note: Category outcomes are available on the Course Approval Criteria that you can access at <http://www.uis.edu/generaleducation/curriculum/facultyforms.html>

II. ECCE-Specific Criteria (Faculty submitting courses in ECCE categories should complete this section)

- Course meets selected outcomes of Goal 5, Engaged Citizenship, and outcomes 1a, 1b, and 2a (see note below).
(Note: The three outcomes are 1a) Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis; 1b) Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information; and 2a) Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.)
- Course utilizes an *interdisciplinary approach* (see note below).
(Note: An interdisciplinary approach 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 *active learning process* (see note below).
(Note: Active learning involves activities beyond students listening to lecture. Students in ECCE courses should read, write, discuss, or be engaged in solving problems. They should engage in higher-order thinking tasks, such as analysis, synthesis, and evaluation. Instructional activities should involve students in doing things and thinking about what they are doing.)

- Course presents perspectives and value systems that extend beyond the usual cultural boundaries of most students (see note below).
(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.)
- Course helps students reflect on their knowledge and attitudes (see note below).
(Note: Questions for self-reflection include a) What are the major issues, trends, expressions, policies, etc. regarding the topic of the course? b) How has my worldview been affected by my experiences, attitudes, assumptions and beliefs? c) 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.])

III. Engagement Experience Criterion (Faculty submitting courses in the Engagement Experience category should complete this section)

- Course offers students an opportunity to combine theory with practice by engaging with people, issues, or contexts that broaden both their understanding and practice of social responsibility and engaged citizenship.