University of Illinois at Springfield
General Education Council
ECCE Course Approval Criteria
Area: Engagement Experience

To seek general education course approval, faculty or programs must complete two forms:
- UIS New Course Proposal and Change Form
- General Education Checklist

Forms are available at: http://www.uis.edu/generaleducation/curriculum/facultyforms.html Forms and a syllabus for the course 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 Dr. Karen Moranski, Office of Undergraduate Education (206-7413 or kmora1@uis.edu). The recommended UIS Syllabus Template is available at:
http://www.uis.edu/generaleducation/curriculum/facultyforms.html

General Information on the Engaged Citizenship Common Experience (ECCE)

Below are the criteria that faculty teaching ECCE should meet:

Engagement Experience Requirements

My course is 200, 300, or 400 level.

My course is a 3-hour course.

My course meets selected learning baccalaureate outcomes in Goal 5, Engaged Citizenship (listed below) and the category-specific learning outcomes (listed below).

My course meets *at least* the following three UIS baccalaureate skills outcomes from Goals 1 and 2:
- **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.**

My course utilizes an *interdisciplinary approach*; that is, it draws on the content, concepts, and/or methodologies of two or more disciplines with a deliberate effort to achieve integration.

My course includes activities and assignments that involve students in an *active learning process* (Active learning involves activities beyond students listening to lecture. Lecture is of course a valuable tool in the classroom, but 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.)

My course presents perspectives and value systems that extend beyond the usual cultural boundaries of most students.

My 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.

My course helps students answer the following questions:
- **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.

Learning Outcomes for Engagement Experiences

Engagement Experiences should help students meet as many as possible of the following learning outcomes:

- Make valuable contributions to their communities;
- Conduct research in one or more disciplines and learn the methodologies of such research;
- Develop core skills and techniques in a laboratory, field, or professional situation;
- Offer possible explanations for and approaches to address social, political, cultural, environmental, or economic issues;
- Explain the importance of participation in the democratic process;
- Develop or apply their leadership skills with or without a formal position;
- Recognize other people's talents and the importance of collaboration, utilizing them in accomplishing a shared agenda and facilitating change;
- Demonstrate knowledge, awareness, and understanding necessary to contribute to a culturally diverse world, practicing respectful interactions with others different from themselves;
- Apply academic and disciplinary knowledge and personal experiences to addressing societal problems and/or research questions;
- Reflect on the strength of evidence supporting or refuting dominant hypotheses in their fields and/or communities (local, regional, national or international), while developing their own personal viewpoints;
- Develop core personal values and an ethical framework and apply them in action to research methodologies, public affairs, civic engagement, or leadership issues.

Category Overview For Engagement Experiences

The Engagement Experience offers students structured opportunities to integrate knowledge, practice, and reflection. Experiences should be structured using relevant conceptual frameworks and should be consistent with ECCE learning outcomes. Engagement experiences should generally occur off campus, and they should address the learning outcomes listed below. Students may fulfill this part of the ECCE curriculum in the following ways:

- Applied Study Term (3 hours credit; may combined with the ECCE Elective to create an internship worth 6 hours of credit; for details on the Applied Study Term, please see http://www.uis.edu/appliedstudy/)

    AST is an individualized field experience (sometimes known as an "internship") providing students with the opportunity to apply theory, expand knowledge, determine additional learning needs, explore careers, and develop a public awareness and an appreciation of diversity while earning academic credit. Approved and supervised by university faculty, AST can take the format of internships, projects, travel or study abroad for academic credit.

- Credit for Prior Learning (4 hours of credit; students must take AST305 Prior Learning Portfolio Development; for details on Credit for Prior Learning, please see http://www.uis.edu/cpl/index.html)

    Credit for Prior Learning is a portfolio-based assessment of experiential learning through which students may earn college credit for such experiences as professional training, certifications, college-level volunteer work, individual research projects, military service, or hobbies that result in significant learning.

- Service-Learning (3 hours of credit; students may either take AST200 or an approved service-learning course through a UIS academic program)

    Service-learning provides a carefully monitored semester-long academically sponsored service experience/project and seminar series that gives all UIS degree seeking undergraduate students an opportunity to integrate learning, experience and reflection in the context of community service, which recognizes the social responsibility of the individual within the larger community. This is an active-learning course that will offer an opportunity to explore the student's assumptions, values, questions, and beliefs.

    Students and faculty should understand that when students perform service during an engagement experience, they are committing to a learning experience first and foremost, and students should be able to explain and document what they have learned as a result of their

work. A student's grade is for the quality of learning and not for the quality (or quantity) of service.

- Research (3 hours of credit; must be approved through the student's major advisor; student should identify a faculty sponsor or an external sponsor with the appropriate credentials for supervising the student's research)

    When doing research as undergraduates, students make meaningful contributions to scholarship in their fields of study by participating in research projects with faculty, co-authoring refereed publications, doing individual research that results in publication or presentations at conferences, participating in grant-funded studies, etc.

- Study Abroad (3 or more hours; students may use UNI460, 470, or 480 or an approved course from a UIS academic program; for details on study abroad, please see http://www.uis.edu/internationalaffairs/studyabroad.htm)

    Approved study abroad may include courses offered by UIS faculty, courses taken at our exchange partner institutions, or courses taken through external study abroad programs. To fulfill the Engagement Experience category, the student should engage in coursework that meets the learning outcomes stated below. Travel abroad (travel that does not involve coursework at an accredited foreign institution of higher learning) may be used to fulfill this category, provided the student incorporates structure into the experience by doing an Applied Studies Term or Service Learning course here at UIS.

- Group project course (3-4 hours of credit; likely to be an independent study or course in the major; students should petition to have the project accepted for the Engagement Experience; in the petition, the student should explain the nature of the project and describe the communities that will be engaged; students must have a faculty sponsor.)

    Group projects may center around community service, election-year or campaign activities, survey research, or other kinds of research, but are not limited to those categories. Group projects may be arranged as a course through an academic program, but study abroad, service learning, and the Applied Study Term may be other vehicles for engaging in a group project.