EPCC AGENDA
FACULTY SENATE
MARCH 3, 2009

Documentation for the following items can be found at the following EPCC meeting links:
http://www.eou.edu/epcc/2008-2009Documents/ActionItems2008.2009.html

CONSENT AGENDA:
1. Request for UWR: BA 462
2. Request for change in Business Psychology Liberal Studies
   a. Name change to Organizational Psychology
   b. Curricular changes
3. Request for New Course
   a. ED 423: ESOL Exam Preparation (1)
4. Request for New Courses (Educational Media Endorsement)
   a. ED 570 School Library Administration (3)
   b. ED 573 Reference and Information Services in the School Library (3)
   c. ED 575 Information Technology Tools (3)
   d. ED 577 Collection Management in the School Library (3)
   e. ED 578 Instructional Methods for the Educational Media Specialist (3)
   f. ED 579 Ed Media Practicum (3)

INFORMATION ITEMS:
1. General Education Core packet http://www.eou.edu/epcc/2008-2009Documents/GEC.assessmentplanepcc10.21.08version4.pdf
2. General Education Course Evaluation Review Criteria
3. General Education Evaluation Form

Notes:
1. GEC packet has not changed.
2. Evaluation Review Criteria is to be used by faculty both in the development of their syllabi and in requesting GEC status for their courses.
   a. The overarching requirements (A-D) are to be fulfilled by each GEC course.
   b. EPCC is recommending that no 400 level courses be GEC.
   c. EPCC is recommending that 300 level courses be designed primarily for non-majors and generally without pre-requisites.
   d. At this time, EPCC has voted to recommend elimination of the MDI category (although there may be further discussion of that).
3. The Evaluation Form will be submitted along with the EPCC Action Request

EPCC would request that these documents be circulated to the faculty, feedback solicited and due by the end of March. EPCC would then review the feedback, make revisions and return the document to the Senate for approval by the end of the year.

General Education Course Evaluation Review Criteria

Each General Education Course must fulfill the following requirements:
  A. The course teaches underlying principles, basic methodology, and fundamental concepts.
  B. The course is inviting and interesting to all students, rather than an overview directed to potential majors.
  C. The course must be 300-level or lower.
  D. A 300-level course will be designed primarily for non-majors, and generally require no pre-requisites.

Each General Education course <u>must</u> address the following program objective learning outcome:

  1. **Learn and use the vocabulary, content, and conceptual knowledge in a variety of disciplines. (CONTENT KNOWLEDGE)**
     A general education course introduces students to the broad strokes of accumulated knowledge in a specific discipline through its key vocabulary, content, and concepts. A general education course contextualizes the discipline historically, culturally, and socially.

Each General Education course must address <u>at least one</u> of the following program objective learning outcomes (from 2-5 below):

  2. **Employ approaches to inquiry from a variety of disciplines. (INQUIRY)**
     A general education course introduces students to the heuristic of the discipline, its ways of knowing and processing the world, its forms of inquiry and ways of solving problems
  3. **Read, write, and communicate taking into consideration purpose, audience, and occasion. (COMMUNICATION)**
     A general education course assists students in learning the reading, writing, and general communicative skills required by the discipline, often guiding students through the processes of reflection, response, and revision to enhance effectiveness.
  4. **Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion. (CRITICAL THINKING)**
     A general education course requires students to develop the habits of mind within a discipline, considering the different purposes and audience for the work within the course, and reveals to students the connections the discipline has with other disciplines.
  5. **Engage in further learning and be of service to society. (FURTHER LEARNING AND CIVIC ENGAGEMENT)**
     A general education course encourages students to see opportunities for further reflection, lifelong learning, and service to society in ways that allow them to apply the skills and knowledge of the course in settings outside the university classroom.

The General Education Course must satisfy at least one of the Breadth areas identified below (6-9), and meet the general criteria for that area.

6. **Natural, Mathematical, and Computer Information Sciences (SMI): The use of scientific, mathematical, or computer information systems for problem solving.**
   A. The course surveys a major discipline in science, math or computer information.
   B. The course provides instruction in computer information, laboratory and/or field scientific methods.
   C. The course teaches concepts and applications for accurate observation, data analysis and/or evaluation appropriate to the field of study.
   D. This course instructs students on how to integrate observed or computed data with fundamental concepts in order to draw scientifically valid conclusions.
   E. The course includes instruction on effective presentation of observed results in oral and/or written form appropriate to the field of study.

7. **Aesthetics and Humanities (AEH): An appreciation for aesthetic expressions of humanity and the ability to analyze texts.**
   A. The course surveys a major discipline in aesthetics or humanities.
   B. The course creates a learning environment that fosters respectful and free exchange of ideas by modeling practices that encourage students to listen to, reflect upon, and respond to others' ideas, to learn to think beyond the confines of their own lived experience, and the use ideas generated to better understand themselves.
   C. The course employs critical and evaluative analyses to understand the discipline, particularly based on interpretation of written, oral, aural, and/or visual texts. These analyses pay special attention to genre and technique, the history of ideas and art forms, and the diverse cultures and social contexts from which they arise. In addition, analyses consider the role art and the study of humanities play as social expression and impetus for social change.
   D. The course requires synthesis of different texts, ideas, and interpretations, including those beyond popular mainstream American culture, and introduces terminology and research methods appropriate to the discipline.
   E. The course uses assignments and methods that invite analysis and synthesis of information and creation of new, reasoned interpretations based on textual evidence in connection with personal experience and secondary materials, as appropriate. Assignments provide opportunities to explore rhetorical situations in terms of audience, subject, occasion, and purpose.

8. **Artistic Process and Creation (APC): The ability to employ creative processes, and display a conceptual understanding of their function.**
   A. The course surveys a major discipline in art and/or art creation.
   B. The course includes assignments that require appropriate planning and allow for demonstration of technique.
   C. The course encourages use of terminology appropriate for the discipline.
   D. The course requires students to link form and personal expression.
   E. The course requires exhibition of knowledge and/or practice through performance, presentation, or project.

9. **Social Sciences (SSC): Reflective knowledge and analytical judgments about the self, other cultures, and human behavior.**
   A. The course surveys a major discipline in the social sciences.
   B. The course provides instruction in methods for and evaluation of identification, evaluation and synthesis of primary and secondary information sources appropriate for research topic in subject discipline.
   C. The course requires assessment and critical evaluation of social, economic and/or political institutions.
   D. The course requires students to make compelling and reasoned arguments based upon appropriate evidence in written and/or oral format specific to the discipline.

If the General Education course is identified as a Gateway course, then include a brief justification based upon the brief description below.

GATEWAY (GTW):
Gateway courses provide students with beginning theory and academic content, as well as the opportunity to enhance their academic skills. A Gateway course must satisfy #1 and at least 1 from #2-5 above. A Gateway course must be a 100 level course.

General Education Course Evaluation Form

Using the evaluation criteria for GEC, please provide the following information about your course:

How does this course satisfy the general requirements for GEC?

How does this course satisfy the GEC Program Learning Outcome #1 CONTENT KNOWLEDGE?

Which additional GEC Program Learning Outcome, #2-5, will this course address and how will it satisfy that outcome? **OUTCOME:**

Which GEC Breadth Learning Outcome (or Gateway) will this course include and how will it satisfy the general criteria for that area? **OUTCOME:**