

**SENATE AGENDA ITEM II.D.1.
4 September 2007**

**APPROVED FACULTY SENATE
2 October 2007**

**APPROVED PRESIDENT
30 October 2007**

General Education Review Committee Report and Recommendations

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General Education Review Committee Recommendations

In May 2005, the Faculty Senate created the General Education Review Committee to consider 6 charges. Each of the charges is addressed below, including 1) the GERC recommendation(s) in bold, 2) a bulleted list, referencing relevant CGE documents, and 3) the committee's rationale for each recommendation, in italics.

Charge 1. An examination of the purpose and necessity of each individual category

The General Education Review Committee (GERC) recommends that the current category structure of WIU's General Education Curriculum be retained. Several changes are being recommended to the current structure. The first is that Category IV, the Humanities, would be retitled "Humanities and Fine Arts," to reflect the addition of a fine arts course requirement (discussed under the 2nd charge).

The remaining changes relate to the addition of two departments to each of the lists of departments able to request courses in Categories III and IV. The Communication Department and Women's Studies were added to the list of departments that are able to offer courses in the Social Sciences category. Broadcasting and Women's Studies were added to the list of departments in the Humanities and Fine Arts category. To offer courses in these categories, each department would have to submit courses in accordance with the regular curriculum procedure.

Please see the following documents, as amended:

- "Guidelines and General Criteria for Inclusion in General Education," Section A.3 (page 11).

Several considerations led to the first recommendation. First, the General Education survey conducted in Spring 2006 indicated that Western's faculty was largely satisfied with the current structure of our General Education Curriculum. Although members of GERC examined general education structures of peer institutions during the 2005-06 AY, there was a general consensus that our current structure was sound.

Second, structuring students' choices across several categories provides students with a visual cue to the various ways academics conceptualize the world and the way academics have historically categorized their disciplines.

Third, our current structure is consistent with both the state general education curriculum and with many of our peer institutions. This consideration was used less as a reason to keep our structure than as a measure of the overall suitability of our structure.

Lastly, despite its consistency with other institutions, WIU's General Education Curriculum is distinct in that it requires students to take courses in the areas of multicultural education and human well being. GERC notes that while these two categories are unique to WIU among public universities in Illinois, they are not unique when looking at other, non-Illinois, peer institutions. Further, these categories directly speak to Western's mission to educate the "whole person." As noted in WIU's Strategic Plan, Western is committed to "providing opportunities for personal growth in an

environment that supports the development of wellness, ethical decision-making and personal responsibility.” Categories V and VI contribute to the achievement of this university mission.

The addition of departments to the lists of those able to offer courses in the General Education Curriculum in Categories III and IV was made due to the compatibility of courses offered by these departments with the descriptions of each of these categories. These departments requested that GERC consider them for inclusion, and their request was approved.

Charge 2. An examination of the number of required hours within each category

GERC concludes that the number of hours in each category is sufficient and does not recommend a change to the number of required hours in each category.

However, GERC does recommend a change in the distribution of those hours in the renamed Humanities and Fine Arts category. Namely, GERC recommends that out of the 9 required hours in Category IV, 3 hours be taken from a Fine Arts discipline. The remaining 6 hours will be taken from departments in the humanities.

Please see the following documents, as amended:

- “Guidelines and General Criteria for Inclusion in General Education,” Section A.3 (page 11).
- University Catalog, “General Education Curriculum: Categories,” Category IV (pages 29-31)

For several of the same reasons listed above, GERC concluded that the number of hours in each category was sufficient and that there is a reasonable balance in requirements across the categories.

The one deficiency noted was that Western students are not required to take a fine arts class. During the Fall 2006 semester, Dean Paul Kreider and Associate Dean Ken Hawkinson addressed GERC, noting that Western is currently the only public university in Illinois that does not include this requirement in its general education curriculum. Given the emphasis the university has put on acquiring a Performing Arts Center, GERC thought it was reasonable to expect each student to take 3 hours of their Category IV hours from a Fine Arts discipline.

The Fine Arts requirement, like Multicultural Studies and Human Well-Being requirements, speaks directly to Western’s Strategic Plan. Under “Translating Our Values into Action,” Section I. E., the goal states that we want to “create a campus environment that supports a wide range of student interests and provides opportunity for leadership development and personal growth.” Specifically, there is a call to increase student participation in cultural and aesthetic and intellectual events. The Fine Arts requirement contributes to the attainment of this goal.

It was brought to our attention that a single Fine Arts requirement may require an adjustment to the recommended curricula of the History Teacher Education and Elementary Education majors. GERC recognizes this potential problem, and suggests that these departments appeal to CGE for an exception. GERC thinks the consideration of exceptions is best made by the Council on General Education and not the review committee. GERC recommends that CGE entertain such appeals.

Charge 3. An examination of the overall number of hours for the Gen Ed requirement

GERC concludes that the total number of hours to complete the General Education Curriculum is appropriate and does not recommend any change.

GERC considered several factors in making this recommendation. First, 43 hours is sufficient to provide a thorough liberal arts foundation to a student's major course of study. Forty-three hours is also sufficient to further develop a student's academic skills such as writing and critical thinking that will foster success in his or her major.

On the other hand, 43 hours does not provide an undue burden on students who have a comprehensive or hour-heavy major. Further, 43 hours places WIU's General Education Curriculum well within the parameters of peer institutions.

Charge 4. An examination of the purpose and effectiveness of the W requirement within Gen Ed

A. GERC recommends that the 6-hour "W requirement" be eliminated from the General Education Curriculum.

B. Relatedly, GERC recommends strengthening the current requirement that all General Education courses include writing. This would be accomplished in two ways. First, CGE will play a more pronounced role in educating faculty about the writing requirement and offering support to faculty who want to use writing more effectively in general education courses. Second, the recommended writing requirement is less ambiguous than the current requirement, while still providing flexibility for writing appropriate to a discipline and to the size of the class.

Please see the following documents, as amended:

- "Guidelines and General Criteria for Inclusion in General Education," Section D (pages 15-16).
- "Writing to Learn in General Education," (pages 17-18)
- Faculty Senate Bylaws, under Council on General Education, Sections 2.1 and 2.m (pages 19-20).
- "Request for Inclusion in General Education" form, section d. under "Justification for Inclusion in Gen Ed" (page 22).
- University Catalog, under "General Education Curriculum: Categories," Category I: Communication Skills, University Writing (page 29).

The recommendation to drop the W requirement was not made lightly. There was a strong consensus among members of GERC that writing across the General Education Curriculum is extremely important for a variety of reasons. First, writing can be an effective pedagogical tool. Second, writing is a skill that our students will need to succeed in their major courses of study and in their careers as they move beyond Western.

There were two main questions GERC grappled with in making this recommendation. First, is the W requirement effective in enhancing students' writing skills? This is difficult to ascertain. Anecdotes were shared that offered support to the continuation of the W requirement, while other stories pointed to the requirement's ineffectualness. We simply do not know whether the W requirement helps students write better.

The second question was whether the W requirement created an unreasonable hurdle for some students to complete their General Education requirements. Several factors seem to indicate that this is the case. Advisors, particularly in the area of education, have pointed out for years that their advisees often have difficulty finding enough W courses to take because of the inflexibility of these majors. This problem is exacerbated by the relatively few departments that offer W sections of their courses. W courses are overwhelmingly offered in the Humanities and Social Sciences categories by departments in the College of Arts and Sciences.

However, in recommending that the W requirement be eliminated, GERC does not want to inadvertently convey that writing in General Education is not important. This is in no way the case. As such, GERC is recommending that the current requirement that all General Education courses require at least one writing assignment be strengthened. If the recommendation is accepted by the Senate, both the Guidelines for Inclusion in General Education and the catalog copy would be amended to emphasize the role that writing plays in Western's General Education Curriculum. Clearly, writing should be appropriate to the discipline of the course and appropriate to the size of the class; GERC's recommendation takes into account both of these considerations. However, GERC's recommendation also emphasizes its support for a continuation of the strong writing program we have at Western. A new document, "Writing to Learn in General Education" was developed as an aid for faculty who want to effectively incorporate writing into their courses.

Lastly, GERC recommends that CGE be more proactive in informing faculty of the writing requirement as well as in promoting workshops or resources, through CITER, for instance, for faculty who want to use writing more effectively and efficiently. One of the concerns raised by the General Education Survey was that faculty did not think that courses in Western's General Education Curriculum provided students with the skills they needed. We think enhancing the writing requirement is one way to address this perception, but that simple communication may be another effective approach.

Charge 5. Any relevant issues that arise from the review and discussion process

GERC makes the following eight recommendations.

A. GERC recommends that the current category-specific "Philosophy and Goals of General Education" be replaced with General Education goals that apply to the curriculum as a whole.

Please see the following:

- Proposed Philosophy and Goals of General Education (page 21).

The current category-specific student learning goals for the General Education Curriculum were adopted in the Fall 1999 semester after an extensive review process. The category-specific goals replaced a single set of goals that were intended to reflect the goals of the General Education Curriculum broadly. The driving force for shifting from a broad list of goals to category-specific goals was the assessment of student learning in general education, rather than any dissatisfaction with

the goals themselves. As conceived by assessment personnel at the North Central Association at that time (now the Higher Learning Commission), general education assessment would be difficult to carry out with a broad list of goals. It was argued that learning goals for each category would allow assessment of student learning to be carried out more easily.

Today, the Higher Learning Commission is more flexible about methods of general education assessment. This gave GERC the opportunity to ask “what do we want the goals of General Education to be?” Do we want goals that apply only to a single category within General Education, or do we want a set of goals that reflect the curriculum as a whole? Ultimately, members of GERC decided the relevant question to be considered was “what is a generally educated student?” Assessment of student learning is still a factor to be considered when determining goals, but it was a secondary consideration.

It was determined that university-wide goals more effectively reflect general education as a unified curriculum, rather than portraying it as fragmented and disjointed. The category structure of our General Education Curriculum is a useful tool in that it allows students to receive a broad general education prior to taking the more specialized courses from their major, but the structure of the curriculum should not dictate the goals of the curriculum.

In regard to assessment purposes, Western has a team of people who are working with the Higher Learning Commission on general education assessment. Several members of GERC and CGE are part of this assessment group and took part in a 3 day workshop on assessment. The information and feedback we received at this workshop confirmed our conclusions that general education assessment could be effectively carried out without resorting to over 30 individual goals scattered across the six categories. A concise, curriculum-wide set of goals are just as assessable and much less cumbersome.

With this in mind, GERC recommends university-wide goals that reflect the overall intention of a strong general education program with an emphasis on basic concepts across disciplines.

B. Related to the above recommendation, GERC recommends that the current category specific goals now be used as descriptions of the General Education categories, rather than as statements of student learning. These descriptions of the categories would be used to help distinguish a course which is suitable to General Education from one that is not.

Please see the following documents, as amended:

- “Guidelines and General Criteria for Inclusion in General Education,” Sections A and C.1 (pages 11-14).
- Request for Inclusion in General Education form, sections a and b, under “Justification for Inclusion in Gen Ed” (page 23).
- University Catalog, Philosophy and Goals of General Education and General Education Categories (pages 25-28).

While GERC has concluded that category-specific goals of student learning are cumbersome and largely unnecessary for assessment purposes, members do recognize that a great deal of work went into the creation of these goals. Faculty from the disciplines in each of the categories developed thorough descriptions of the categories, as well as category specific learning outcomes for students. These goals have been honed further through the goals reviews process CGE has conducted for the past several years.

The question GERC addressed was to what use these category-specific goals could be used if they were no longer to be General Education goals. It was concluded that the current goals were actually much better descriptions of the categories than they were statements of student learning. This provides several advantages.

First, the collaboration and effort that went into the creation of the category-specific goals is honored. The adoption of these goals was a useful exercise in that it prompted faculty to talk about their courses as general education courses and to talk across disciplines about what it is we want our students to learn in general education. It would be a shame to waste the effort and the expertise that went into the development of these goals.

Second, using the category-specific goals as descriptions of the categories helps clarify what is and what is not a General Education course in each of the categories. Currently, the “Guidelines and General Criteria for Inclusion in General Education” is very sparse about what constitutes a General Education course. Current and previous members of CGE who are now on GERC expressed the frustration they often felt when considering courses for inclusion because there was so little guidance on what a General Education course should be. There was little foundation on which to base a decision either to include a course in General Education or to reject it.

To translate category-specific goals into new category descriptions, the original language of the category goals was simply transferred to the “Guidelines and General Criteria for Inclusion in General Education.” The only change to the language was the sentence prior to the enumerated list of goals for each category. Rather than stating that “students will learn” the learning objectives for that category, the sentence was edited to read that courses in the category will teach students these objectives.

In addition to adjusting the “Guidelines and General Criteria for Inclusion in General Education,” the catalog will be amended to reflect these category descriptions.

C. GERC reaffirms the inclusion of multicultural content and pedagogy across the General Education Curriculum.

Please see the following documents, as amended.

- “Guidelines and General Criteria for Inclusion in General Education,” Section C.2 (pages 14-15).
- CGE’s “Request for Inclusion in General Education,” under Justification for Inclusion, item e (page 23).

For years, CGE has asked on its form for inclusion how courses proposed for inclusion in the General Education Curriculum address issues of multicultural content or pedagogy. In amending its various operating documents during the course of the review, GERC members realized that the expectation of multicultural content or pedagogy, so clearly articulated on the form for inclusion, was not mirrored in the “Guidelines and General Criteria for Inclusion in General Education.”

GERC opted to provide more guidance in this regard in the “Guidelines and General Criteria for Inclusion in General Education” and to simplify the language on the form for inclusion. The form now simply asks how a course will include multicultural content or pedagogy, and refers applicants to the Guidelines for a fuller explanation.

D. GERC recommends that there be only one form to request that a course be included in the General Education Curriculum, rather than a form for new courses, as found on CCPI's New Course Proposal form, and a CGE form for existing courses.

Please see the recommended and original versions of the following forms.

- CGE's Request for Inclusion in General Education (pages 22 and 43).
- CCPI's Request for New Course (pages 24 and 46).

Currently, there are two separate forms to request that a course be included in the General Education Curriculum. Departments with new course proposals before CCPI can indicate on CCPI's form whether they want the course considered for inclusion in General Education. If so, departments answer a variety of questions related to General Education on CCPI's form, which is then forwarded to CGE. For existing courses, departments fill out a different form for CGE only. The two forms, for new or existing courses, include different questions, and there is anecdotal evidence that having two separate forms has caused confusion. This is a problem CGE was considering prior to the initiation of the General Education Review.

GERC recommends that there be only one form, and that the form come from CGE. For new courses, departments would still indicate on CCPI's form whether they wanted a course to be considered for General Education, but CCPI's form would simply provide information to departments on how to apply for General Education inclusion. Having only one form would eliminate any confusion regarding forms.

GERC also made some changes to its form in an effort to streamline and simplify it. Questions that were not clearly related to General Education were removed, and specific references to relevant portions of the Guidelines and General Criteria for Inclusion in General Education were added for clearer guidance to departments.

E. GERC recommends that the language regarding the inclusion of interdisciplinary courses in General Education be clarified.

- "Guidelines and General Criteria for Inclusion in General Education," Section B (page 14).

The current Guidelines and General Criteria for Inclusion in General Education include a very general provision for considering interdisciplinary courses. However, GERC concluded that the policy needed elaboration as the number of interdisciplinary programs on campus, such as International Studies, Environmental Studies, and the Bachelor of Liberal Arts and Sciences, increases.

F. GERC recommends that only courses at the 100 and 200 level generally be considered for inclusion in General Education. Exceptions include upper division courses currently in the General Education Curriculum, and course requests for Category V, Multicultural Studies.

- Guidelines and General Criteria for Inclusion in General Education, Section C.4 (page 15).

It is the sense of the General Education Review Committee that general education should mainly be comprised of lower division courses, so that students are exposed to a breadth of content. This is in contrast to upper division courses, where the expectation is for greater depth in the subject of the

course. Although it was not formalized as a policy, CGE has operated on this principle for the past several years.

GERC recognizes the need for two exceptions. First, there are currently upper division courses in the General Education Curriculum in several of the categories. Rather than second-guessing the decisions made by previous members of CGE or trying to ascertain the rationale for the inclusion of these courses, GERC decided to simply retain the upper division courses that are currently in the General Education Curriculum.

Second, Category V has always been the exception to this expectation that general education courses be lower division. Originally, this exception was made because there were so few courses which could be included in the newly created category when the General Education Curriculum was adopted in the early 1990s. This is clearly no longer a problem. However, another pragmatic consideration prompted GERC to maintain this exception.

Students who transfer to Western and who are not covered by Western's Articulation agreement with community colleges must complete Western's General Education Curriculum. This most often involves the student having to take courses in Categories V and VI (Multicultural Studies and Human Well-Being). Because many of these students have to be attentive to their 40 hour upper division requirement, GERC concluded that it was useful to continue having a category in the General Education Curriculum that provided the opportunity to take upper division courses.

Not everyone initially agreed that General Education should be limited to lower-division courses. However, the fact that students who transferred to and from Western might have difficulty transferring upper division general education hours prompted those who originally dissented to approve this recommendation.

G. GERC recommends a clarification of the policy on prerequisites for General Education courses.

- Guidelines and General Criteria for Inclusion in General Education, Section C.5 (page 15).

GERC has several objectives in making this recommendation. The first is to reaffirm the expectation that General Education courses should normally be lower division courses. The second objective is to help ensure that general education courses are accessible to most students. Particularly with the implementation of hard prerequisites, multiple prerequisites for a course may serve as a barrier to students who are not majoring in that particular discipline. Third, the current wording of the policy, particularly the parenthetical explanation, is cumbersome and, in places, inaccurate.

H. GERC recommends that the Bylaw on CGE's membership be amended to require both areas of Category I (Writing and Public Speaking) and Category IV (Humanities and Fine Arts) be represented.

- Faculty Senate Bylaws, under Council on General Education, Section 1 (page 19).

While not formally in the bylaws, the practice of the Faculty Senate's Committee on Committees has been to nominate the two representatives from Category I so that both areas, Writing and Public Speaking, are represented on CGE. This recommendation simply codifies that current practice.

GERC believes that a similar process should be followed for Category IV, so that both areas, Humanities and Fine Arts, receive representation on the Council.

Charge 6. A review of the recommendation for the structure of General Education assessment prepared by the Task Force on the Assessment of General Education

GERC continued working on the assessment plan that had been developed during the Spring 2005 semester by the Task Force on the Assessment of General Education.

- Assessment of Student Learning in General Education (pages 32-34)

In addition to developing the plan of assessment, GERC amended several of CGE's documents to reflect the provisions of this proposed assessment plan:

- "Guidelines and General Criteria for Inclusion in General Education," section C.1 (page 14).
- Faculty Senate Bylaws, under Council on General Education, Section 2 – omit item e. from the current bylaws, regarding baccalaureate skills assessment (page 19 and 38).
- CGE's "Request for Inclusion in General Education," under Justification for Inclusion, item a. (page 23).

The following pages contain relevant

**CGE Operating Documents
as Recommended by GERC
to the Faculty Senate**

Guidelines and General Criteria for
Inclusion of Courses in
General Education Curriculum
(Changes approved by Senate 10-2-07)

A. Guidelines for Categories II, III, IV, V, and VI

The following guidelines will be used to determine which courses may be included in the various categories of the General Education Curriculum. Departments not listed in a category may submit courses for inclusion in general education and those courses will be considered based on merit.

1. Guidelines for the Natural Sciences/Mathematics Category (Category II)

Courses in the Natural Sciences/Mathematics Category may come from the following departments: Biological Sciences, Chemistry, Geography, Geology, Mathematics, and Physics.

Studying the natural sciences and mathematics enables students to understand the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. That is, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge in the sciences and mathematics and are better able to explain the similarities and differences that exist among the sciences. By studying the methods of inquiry practiced by scientists in the search for answers to yesterday's and today's issues and problems, they experience both the power and limitations of this knowledge while growing in their appreciation of the scientific perspective and its impact on their lives and society.

General Education courses in the natural sciences and mathematics will allow students to

- a. demonstrate understanding of terms, concepts, principles, processes, and systems in the natural sciences and mathematics;
- b. draw conclusions and/or identify relationships by synthesizing from relevant information;
- c. demonstrate the ability to apply appropriate investigative methodologies in laboratory courses; and
- d. demonstrate the ability to use and understand scientific and mathematical terminology in writing assignments and/or classroom discussion.

2. Guidelines for the Social Sciences Category (Category III)

Courses in the Social Sciences Category may come from the following departments: African-American Studies, Communication, Economics, Geography, Political Science, Psychology, Sociology and Anthropology, and Women's Studies. In social science general education courses, students explore aspects of their own cultures and beliefs and the cultures and beliefs of others within a context of empirical research findings and theoretical speculations.

They examine anthropological, economic, geographical, political, psychological, and/or sociological aspects of individuals and groups in various cultures and the social problems that these individuals and groups attempt to overcome.

They apply a variety of methodologies (e.g., laboratory experiments, case studies, naturalistic observations) to studies of individual and group behavior.

General Education courses in the Social Sciences will allow students to

- a. gain insight into the diversity of human motivations and institutional forces that influence social behavior;
- b. recognize multiple methods and modes of inquiry used in the social sciences and the appropriate application;
- c. develop analytical and critical thinking skills as applied to the study of the social sciences; and
- d. communicate ideas and explain concepts and analyses using the language of the social sciences.

3. Guidelines for the Humanities and Fine Arts Category (Category IV)

Courses in the Humanities and Fine Arts Category may come from the following departments: African-American Studies, Art, Broadcasting, Communication, English, Foreign Languages and Literature, History, Music, Philosophy and Religious Studies, Theatre and Dance, and Women's Studies.

In studying the humanities and fine arts, students learn to explore issues fundamental to human identity, as these are expressed in the artistic, cultural, and intellectual traditions of the world's civilizations. Courses in the humanities and fine arts reveal ways to give meaning to human experience through the study of fine arts, philosophical thought, literature and film, interpretations of history, rituals and belief systems of religion, communication, and foreign languages. After studying the humanities and fine arts, students will have the tools and knowledge to respond more knowledgeably and actively to those humanistic and artistic works and traditions created by people of various societies and times. Courses in the Humanities will typically come from the following departments: African-American Studies, Broadcasting, Communication, Foreign Language and Literature, History, Philosophy and Religious Studies, and Women's Studies. Courses from other departments may also be considered, as long as the course content is consistent with the above definition.

Fine Arts Courses. A General Education Fine Arts course is one that relates directly to the appreciation and analysis of the aesthetic or historical aspects of the visual arts, musical performance, dance, or theatre performance. General Education courses offered by the Departments of Art, Music, and Theatre and Dance can be used to fulfill the 3 hour General Education Fine Arts requirement. Courses from other departments may also be designated a Fine Arts course, as long as the course content is consistent with the above definition.

General Education courses in the Humanities and Fine Arts will allow students to

- a. learn to perceive accurately, describe carefully, and analyze systematically various humanistic expressions and works such as literary, philosophical and historical texts; artistic forms and musical works; and ritual, drama, and other forms of symbolic action and speech;
- b. learn the significant concepts and issues that continue to structure and guide study in the humanities disciplines;

- c. learn to identify, analyze, and interpret the historical, social, or cultural contexts for these humanistic works and expressions;
- d. examine and come to understand human values as they are represented, reasoned about, and justified through various humanistic works and traditions; and
- e. develop reading, critical reasoning, and communication skills important for understanding and effectively communicating ideas and perspectives regarding humanistic works and traditions.

4. Guidelines for the Multicultural Studies Category (Category V)

Through multicultural and cross-cultural study, students will develop an understanding of diversity in the United States and of the larger world as a complex network of interdependent societies, cultures, histories, and world views. The courses offered challenge narrow conceptions of Self and Other by fostering in students an appreciation for cultural diversity, as well as the critical ability to discern the impact of large-scale cultural and historical forces on their lives. Courses in this category may include those that focus on contemporary national and world politics (which could include such issues as conflict and cooperation, economy, the environment, and so on); the comparative study of culture, societies, politics, or/or belief systems within and beyond the United States; and the dilemmas of the global majority – the three-quarters of the world’s population who live where they may have to strive for national identity as well as economic and political development.

All courses in this area, whether focuses on the United States or the world, encourage a better understanding of the dimensions of experience and belief that distinguish cultures and societies from one another as well as the commonalities that knit together all people. Understanding various dimensions of human experience helps break down barriers among groups and stimulates dialogue about solutions to many complex social problems. Through multicultural and cross-cultural studies students will recognize the historical, political, and cultural forces that foster inequality and injustice, while becoming aware of strategies of change that improve the quality of life for all people. The courses, therefore, stress the necessity of enhancing international and multicultural understanding and communication.

General Education courses in Multicultural studies will allow students to

- a. develop an informed perspective on (a) traditionally underrepresented groups in the U.S. and/or (b) on world societies, which would include knowledge of one or more of the following: culture, history, and social institutions;
- b. learn the significant conditions and contributions of (a) traditionally underrepresented groups in the U.S. and/or (b) different world societies.
- c. become aware of significant ways that decisions about human rights, social justice, and equality are affected by under representation; and
- d. understand multiple approaches to issues of social justice.

Guidelines for the Human Well Being Category (Category VI)

Courses in the Human Well Being category shall come from the following departments: Health Sciences; Dietetics, Fashion Merchandising, and Hospitality; Kinesiology; and Recreation, Park and Tourism Administration.

In studying human well-being, students will come to understand and develop healthy lifestyles and practices. The educational experiences in this area will enable students to examine issues and form reasoned conclusions about factors affecting personal wellness.

General Education courses in Human Well Being will allow students to

- a. identify information and practices that will promote personal wellness;
- b. acquire practical knowledge that can be applied toward living a healthy and fit life;
- c. explain the factors that affect the quality of a healthy leisure lifestyle; and
- d. relate the effects of personal choices to the principles of wellness for living a healthy and fit life, both physically and mentally.

B. Guidelines for Interdisciplinary Courses

Courses that are interdisciplinary in nature and are not part of the course offerings of an academic department may be considered for inclusion in Categories II, III, IV, V, and VI.

An academic unit may request that an interdisciplinary course be included in one of the above categories, given that the course meets all the requirements for the general education curriculum and the requirements for courses in the relevant category.

C. General Criteria for Inclusion of Courses in the General Education Curriculum

The following general criteria apply to all courses in the General Education Curriculum (except those in Communication Skills).

1. Courses included in the General Education Curriculum should be consistent with the general Philosophy and Goals of General Education and must meet each of the points in the relevant category description. When requesting a course for inclusion or during a category review of existing courses by CGE, departments must address the way by which their General Education course(s) contribute to students' abilities and competencies outlined in the Philosophy and Goals of General Education and fit the description of the relevant category(ies).
2. It is expected that all General Education courses will include, to the extent feasible, consideration of multicultural issues or pedagogy. The following questions can be used to evaluate a course's compliance with this guideline.

The goal of the following considerations is not to re-write course objectives or to force a change in the content of the course, but to encourage faculty to use language, pedagogy, content, and course examples that help students to understand that many perspectives and values united us in common humanity. Students learn to respect differences when role models provide opportunities to envision respect and inclusion.

- a. Integration of pluralistic concepts and themes into the course content:
 - *Will any of the course objectives acknowledge the unique interests and needs of people who vary in ethnicity, sexual orientation or gender?*
 - *Are there major concepts and topics of the course that are related to issues relevant to people of varying ethnicities, non-heterosexual orientation, or women?*

b. Methods of presentation that ensure accessibility for students of all cultural backgrounds:

- *Do the course textbooks and supplemental materials include writings by women, people of non-white ethnicity, or people of non-heterosexual orientation?*
- *Will the lecture, textbooks, and supplemental materials employ language that avoids overuse of masculine pronouns and words that would be offensive to people of the several US ethnicities, women, and gay/lesbian people?*
- *Will a variety of classroom techniques and strategies be used for the course to accommodate students with learning differences? For example, will some of the course materials include visual, auditory, hands-on, small group, and other pedagogical techniques, as well as traditional lecture format?*

c. Contributions from members of traditionally underrepresented groups:

- *Will the perspective of women, African Americans, traditionally underrepresented American ethnicities, gays/lesbians, and non-western peoples be included whenever appropriate? For example, will the perspectives of people with collectivist values be given the same importance in course materials as people who hold values of individualism and autonomy? Will course examples include a variety of human experiences? Will the instructor make an effort to change the pedagogical organization of the course to include traditionally underrepresented groups whenever possible?*

3. With the exception of the Honors Program, a department submitting a course for inclusion in General Education must make a commitment to offer the course at least once every two years.
4. Except for the multicultural category, no 300 or 400-level courses not currently offered (as of Senate approval of the 2007 General Education Review) in the General Education Curriculum shall be considered for inclusion in General Education.
5. Courses in General Education may have no more than one prerequisite course. A prerequisite course for a General Education course may not have its own prerequisite. Exceptions may be made for courses in which students may commonly be placed by exam or high school coursework.

D. Special Criteria designed to promote the development of writing

1. Every course submitted for inclusion in categories II, III, IV, V, or VI of the General Education Curriculum will include writing as a pedagogical tool to help students master the course material. Although the type and amount of writing is best determined by the instructor and department, the Council of General Education will use the following guidelines when considering courses for inclusion in General Education.
 - a. For courses with an enrollment of 50 or fewer, students will have at least one written assignment with written or oral feedback from the instructor with an opportunity for revision.
 - b. For courses with an enrollment of over 50, students will, as a minimum, write short informal essays or responses to the course material that does not require feedback from the instructor. Please see the CGE working document "Writing to Learn in General Education Courses" for information on this technique.

The above revised "Guidelines and General Criteria for Inclusion of Courses in General Education Curriculum" report includes amendments approved at the Special Meeting of the Faculty Senate on 3 December 1991 and regular meeting of 31 March 1992.

4/1/92

Revised B. 2., 12/19/96, Faculty Senate

Revised C. 2., 9/23/97, Faculty Senate

Approved by President, 9/26/97

Revised C. 2., 4/25/00, Faculty Senate

Approved by President, 5/4/00

Revised 10/2/07, Faculty Senate

Writing to Learn in General Education Courses *(Changes approved by Senate 10-2-07)*

The Council on General Education requires that all General Education courses include writing as an integral learning tool in their Gen Ed classes. Although the type and amount of writing is best determined by the instructor and department, the Council of General Education will use the following guidelines when considering courses for inclusion in General Education.

- a. For courses with an enrollment of 50 or fewer, students should have at least one written assignment with written or oral feedback from the instructor with an opportunity for revision.
- b. For courses with an enrollment of over 50, students should, as a minimum, write short informal essays or responses to the course material that do not require feedback from the instructor.

Writing to learn as a pedagogy has proved successful for almost two decades now. What that term means is simply using writing – usually informal and short pieces -- in the class and as a homework assignment to help the student

- learn a difficult concept,
- organize complex materials into a relevant order (causes and effects of poverty in a sociology class, for example),
- demonstrate understanding of a particular topic, and
- even further explore certain ideas brought up in their texts or lecture sessions.

In other words, using this kind of writing exercises in the class on a daily or weekly basis would facilitate student learning of course material while providing students with essential writing practice to maintain and further develop their writing skills during their Gen Ed coursework. This “writing to learn” concept was one of the three components of the “writing culture” WIU wanted to establish on the campus (the Writing Program and the WID courses are the other two).

Certainly a formal paper with response and revision is important and should be included, but student writing improves more by writing more often and on a more regular basis; and these short, informal writing to learn exercises do not need to be graded in the formal sense. Teachers can simply read through them, check off full or partial credit and return them to the students (a paper that is on time, fulfills the length requirement and is on topic gets full credit). Those of us who have used such writing exercises estimate that forty such short pieces can be read and checked off in about thirty minutes.

What kind of specific writing exercises are we talking about? Here are just a few examples:

- the opening focused free write – five to eight minutes – in which students respond to the day’s reading assignment by focusing on an idea or question they want to bring up in class.
- a closing question – a student writes out a question about something from the day’s lecture/discussion that they did not understand and want further explained. Students exchange questions and their homework assignment is to answer, as best they can, their peer’s question in writing. The next class can open with some of those questions.
- The closing summary – leave five or ten minutes at the end of class for students to write out the main ideas from the day’s lecture or discussion. Take them up and go over them to discover what they did and did not understand in the day’s material.
- Brief one page individual student reports on course material written out of class as homework and presented both as a written and an oral report to their fellow classmates. This gives you and every

member of the class a publication at the end of the semester to which every student has contributed one page (larger classes could do the report in pairs or groups).

- Written descriptions of certain problems or experiments and the processes employed dealing with them – for example, proofs in a math or one paragraph lab reports in a science class.
- Passage summaries – as homework, have students pick a difficult passage from their assigned reading and write about it for the next class. Their piece should include a brief one or two sentences summarizing that passage as best they can, the reason they picked that passage, and what they want further explained or discussed about it.
- Journal entries on class issues, concepts, debates, readings, etc.
- One page analyses of particular products, themes, issues, under discussion in the course materials.
- Minute papers – or two or three minute papers in which the students write on x class topic for the specified length of time.
- Design your own test questions (for essay exams).
- Guided discussion sheets that they fill out in writing at home.
- A individual project proposal .
- Brief reviews of articles and essays assigned as class reading.

Further, CGE encourages all faculty to take advantage of the university resources and training available to them in order to better incorporate “writing to learn” pedagogies into their classes.

Excerpt from Faculty Senate Bylaws: (Revision approved by Faculty Senate 9/18/07)

I. Council on General Education

1. Membership:

The Council shall consist of sixteen members, including one undergraduate student selected by the Student Government Associations. The Faculty Senate shall appoint twelve members. There shall be two representatives per category from disciplines offering courses in categories I-IV. For the two members representing category I, one member must teach courses on college writing and one representative must teach public speaking. For the two members representing category IV, one member must teach courses in the Fine Arts and one representative must teach courses in the Humanities.

Categories V and VI shall each have one representative selected from the disciplines offered in those categories. There shall be two at-large representatives from disciplines not offering courses in categories I-IV and VI. All colleges shall have at least one member and no college may have more than six members. The Dean's Council representative, the Provost's representative, and the Council of Academic Advisers representative shall serve as ex-officio members.

2. Duties:

- a. To establish Faculty Liaison Committees for each area of the General Education Curriculum, make requests of them and receive their reports.
- b. To periodically review and evaluate the philosophy and goals of General Education.
- c. To review the General Education Curriculum, and ongoing assessments of that curriculum by other agencies, in order to insure that the curriculum reflects the University's philosophy and goals of General Education.
- d. To determine on the basis of assessment results the level of adequacy of students' achievement of the goals of General Education, as well as effectiveness of any changes made in the curriculum of General Education.
- e. To develop procedures designed to lead to the improvement of student learning and the instructional process in the General Education Curriculum and forward those to the Faculty Senate for approval.
- f. To receive and review departments' plans and reports on assessment of General Education.
- g. To consider and make recommendations about the means of delivery for General Education courses to enhance student learning.
- h. To respond to departmental requests regarding General Education courses and make appropriate recommendations regarding such courses to the Faculty Senate.
- i. On request, to deliberate about the articulation of WIU General Education requirements with those of community colleges and other colleges and universities.
- j. On request, to deliberate about the impact of any changes in General Education on certification and accreditation programs as well as respond to the needs of those programs.

- k. To maintain liaison with CCPI, CAGAS, the Advising Center, and other agencies in order to consider matters of interest in the area of General Education to any or all concerned.
- l. To communicate at the beginning of the academic year to administrators and faculty the writing requirement for all courses in the General Education Curriculum.
- m. To develop and offer programs, in conjunction with other University agencies, to foster awareness and understanding of General Education, to inform General Education instructors about specific pedagogical practices well-suited to general education courses, and to educate General Education instructors about writing as a pedagogy.
- n. To make recommendations to the Faculty Senate regarding any or all of the duties described above.
- o. To perform such other duties as designated by the Senate.

Philosophy and Goals of General Education (*Changes approved by Senate 10-2-07*)

General Education is the component of the undergraduate curriculum devoted to those areas of knowledge, methods of inquiry, and ideas that the University and scholarly community believe are common to well-educated persons. General Education provides a foundation for future learning.

The generally well-educated student will demonstrate

- 1) broad knowledge and understanding of the natural sciences, social sciences, and humanities and fine arts;
- 2) an ability to analyze, think critically, and form reasoned conclusions;
- 3) competence in communicating his or her views and ideas clearly and cogently;
- 4) an understanding of the methods by which people pursue knowledge
- 5) an understanding of differences and relative power among peoples, both in the United States and across the globe.
- 6) knowledge of the principles of wellness for living a healthy and fit life, both physically and mentally.

(Revision approved by Senate 10-2-07)

REQUEST FOR INCLUSION IN GENERAL EDUCATION

(THIS FORM IS TO BE USED FOR NEW AND EXISTING COURSES)

Submit 16 copies of completed form to Faculty Senate Office for distribution to CGE members. For new courses, please submit 16 copies of the new course proposal form as well.

COLLEGE:

DEPT:

DEPARTMENT CHAIRPERSON:

APPROVAL SIGNATURES REQUIRED BELOW:

DEPT.: _____ Date: _____

COLLEGE: _____ Date: _____

CGE: _____ Date: _____

SENATE: _____ Date: _____

PROVOST: _____ Date: _____

COURSE INFORMATION

DEPARTMENT, COURSE NUMBER, COURSE TITLE, AND CREDIT HOURS:

GENERAL EDUCATION CATEGORY:

IF CATEGORY IV, HUMANITIES OR FINE ARTS

CATALOG DESCRIPTION (from new course proposal or existing catalog):

PREREQUISITES:

CLASS HOURS PER WEEK:

LAB HOURS PER WEEK:

FREQUENCY OF OFFERINGS:

DATE OF FIRST OFFERING:

LIST COURSES (IF ANY) TO BE DELETED IN CONJUNCTION WITH APPROVAL OF THIS REQUEST:

COURSE OBJECTIVES:

JUSTIFICATION FOR INCLUSION IN GEN. ED.

In addition to responding to the following questions, please provide a sample outline of course content.

Please refer to “Guidelines and General Criteria for Inclusion of Courses in the General Education Curriculum” and the General Education Goals of the “Philosophy and Goals of General Education” documents (both of which are available in Word format from the Faculty Senate office and online at <http://www.wiu.edu/FacultySenate/CGE.htm>) before responding to the following questions.

- a. Briefly describe which of the General Education goals your course will address and how it will address them.

- b. Briefly describe how your course meets the description of courses in the relevant category of the “Guidelines and General Criteria for Inclusion of Courses in the General Education Curriculum.”

- c. If this course will also be required for the major, how will these competing demands (i.e., general education goals and major goals) be accommodated?

- d. As stated in the “Guidelines...” document, Section D., “Every course submitted for inclusion in categories II, III, IV, V, or VI of the General Education Curriculum must include writing as a pedagogical tool to help students master the course material.” Please explain how this course will meet the writing requirement. **[INSERT Weblink to relevant page of guidelines]**

- e. Where relevant, explain how this course incorporates multicultural perspectives (cultural pluralism). **[INSERT Weblink to relevant page of guidelines]**

SUGGESTED REVISION OF CCPI FORM

DESIRE FOR THE GEN. ED. CURRICULUM: YES: NO:

IF YOU ARE NOT REQUESTING INCLUSION IN GENERAL EDUCATION, please submit 23 copies of your request (for CCPI) to the Faculty Senate Office, Stipes 323, for appropriate routing to CCPI, the Faculty Senate and the President. Submit letters of support from departments where overlap may exist. You may ignore the remainder of this form

IF YOU ARE REQUESTING THAT THIS NEW COURSE BE INCLUDED IN THE GENERAL EDUCATION CURRICULUM, please submit 16 copies of both the request for new course and the request for inclusion in General Education to the Faculty Senate Office, Stipes 323, for appropriate routing to CGE, the Faculty Senate, and the President. The Request for Inclusion in General Education form can be obtained either from the Faculty Senate office, or online at <http://www.wiu.edu/FacultySenate/index.shtml>.

Excerpt from University Catalog (*Changes approved by Senate 10/2/07*)

University General Education Curriculum

Philosophy and Goals of General Education

General Education is the component of the undergraduate curriculum devoted to those areas of knowledge, methods of inquiry, and ideas that the University and scholarly community believe are common to well-educated persons. General education provides a foundation for future learning.

The generally well-educated student will demonstrate

- 1) broad knowledge and understanding of the natural sciences, social sciences, and humanities;
- 2) an ability to analyze, think critically, and form reasoned conclusions;
- 3) competence in communicating his or her views and ideas clearly and cogently;
- 4) an understanding of the methods by which people pursue knowledge;
- 5) an understanding of differences and relative power among peoples, both in the United States and across the globe;
- 6) knowledge of the principles of wellness for living a healthy and fit life, both physically and mentally.

General Education Categories

I. Communication Skills

Communication is the art of expressing and exchanging meaning among people. At the University, meaning or knowledge is developed as teachers and students share insights, exchange ideas, and debate positions. Reading, speaking, research, and writing all play important roles in this construction and extension of knowledge.

College Writing

The writing course sequence enables students to use language actively in diverse ways and settings to gain and share knowledge about their experiences and concepts. They also reflect on that language use by examining their processes of writing and reading in order to understand both the texts they create and the texts they encounter.

Courses in the writing sequence will teach students to:

- a. make writing choices within the rhetorical contexts of academic writing, with attention to the particular audiences, subjects, and purposes of writing;
- b. understand and incorporate into their own writing each stage of the writing process: exploration, invention, drafting, revising, editing;
- c. improve their ability to analyze on multiple levels the texts that they read, and to recognize and synthesize connections among texts;
- d. discover a variety of argumentative strategies in academic writing and incorporate those strategies in the development of several essays;

- e. explore in depth at least one significant subject of academic interest by extensive reading, peer discussion, and the use and citation of research materials; and
- f. demonstrate control over the conventions of edited American English.

Public Speaking

The oral communication course develops students' awareness of the communication process; focuses on the skills of invention, organization, and expression; promotes understanding of and adaptation to a variety of communication contexts; and emphasizes critical skills in listening, reading, thinking, and speaking.

The communication course will teach students to:

- a. create effective speeches through careful selection of topics and analysis of audience needs, situational factors, and speaker purposes;
- b. gather, evaluate, organize, and outline supportive materials into persuasive and informative messages that reflect an understanding of the appropriate use of evidence, reasoning, and language;
- c. deliver effective speeches that demonstrate proficiency in articulation, nonverbal behaviors, and visual aids that reinforce the message and promote clarity and interest; and
- d. become more discriminating consumers of messages through critical listening.

II. Natural Sciences and Mathematics

Part A - Mathematics Competency

Competency in baccalaureate level mathematics enables students to successfully engage in the mathematical thinking encountered in undergraduate studies and in daily living. Central to this competency is the ability to solve problems, to use mathematical modeling, and to evaluate mathematical calculations and reasoning. Students are expected to express and interpret mathematical information in written and oral forms and to use technology (calculators, computers, etc.) appropriately.

Mathematics competency courses will teach students to:

- a. use mathematics in problem solving and modeling strategies as needed for college coursework and for living in today's and tomorrow's world;
- b. clearly express mathematical ideas and calculations in writing; and
- c. make valid inferences from mathematical formulas, graphs, tables, and data.

Part B - General Education

Studying the natural sciences and mathematics enables students to understand the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. That is, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge in the sciences and mathematics and are better able to explain the similarities and differences that exist among the sciences. By studying the methods of inquiry practiced by scientists in the search for answers to yesterday's and today's issues and problems, they experience both the power and limitations of this knowledge while growing in their appreciation of the scientific perspective and its impact on their lives and society.

General Education courses in the natural sciences and mathematics will allow students to :

- a. demonstrate understanding of basic terms, concepts, principles, processes, and systems in the natural sciences and mathematics;
- b. draw conclusions and/or identify relationships by synthesizing from relevant information;
- c. demonstrate the ability to apply appropriate investigative methodologies in laboratory courses; and
- d. demonstrate the ability to use and understand scientific and mathematical terminology in writing assignments and/or classroom discussion.

III. Social Sciences

In their social science coursework, students explore aspects of their own cultures and beliefs and the cultures and beliefs of others within a context of empirical research findings and theoretical speculation.

They examine anthropological, economic, geographical, political, psychological, and/or sociological aspects of individuals and groups in various cultures and the social problems that these individuals and groups attempt to overcome.

They apply a variety of methodologies (e.g., laboratory experiments, case studies, naturalistic observations) to studies of individual and group behavior.

General Education courses in the Social Sciences will allow students to:

- a. gain insight into the diversity of human motivations and institutional forces that influence social behavior;
- b. recognize multiple methods and modes of inquiry used in the social sciences and their appropriate application;
- c. develop analytical and critical thinking skills as applied to the study of the social sciences; and
- d. communicate ideas and explain concepts and analyses using the language of the social sciences.

IV. Humanities and Fine Arts

In studying the humanities, students learn to explore issues fundamental to human identity, as these are expressed in the artistic, cultural, and intellectual traditions of the world's civilizations. Courses in the humanities reveal ways to give meaning to human experience through the study of fine arts, philosophical thought, literature and film, interpretations of history, rituals and belief systems of religion, communication, and foreign languages. After studying the humanities, students will have the tools and knowledge to respond more knowledgeably and actively to those humanistic works and traditions created by people of various societies and times.

Fine Arts Courses. A General Education Fine Arts course is one that relates directly to the appreciation and analysis of the aesthetic or historical aspects of the visual arts, musical performance, dance, or theatre performance. General Education courses offered by the Departments of Art, Music, and Theatre and Dance can be used to fulfill the 3 hour General Education Fine Arts requirement. Courses from other departments may also be designated a Fine Arts course, as long as the course content is consistent with the above definition.

General Education courses in the Humanities and Fine Arts will allow students to:

- a. learn to perceive accurately, describe carefully, and analyze systematically various humanistic expressions and works such as literary, philosophical and historical texts; artistic forms and musical works; and ritual, drama, and other forms of symbolic action and speech;
- b. learn the significant concepts and issues that continue to structure and guide study in the humanities disciplines;
- c. learn to identify, analyze, and interpret the historical, social, or cultural contexts for these humanistic works and expressions;

- d. examine and come to understand human values as they are represented, reasoned about, and justified through various humanistic works and traditions; and
- e. develop reading, critical reasoning, and communication skills important for understanding and effectively communicating ideas and perspectives regarding humanistic works and traditions.

V. Multicultural Studies

Through multicultural and cross-cultural study, students will develop an understanding of diversity in the United States and of the larger world as a complex network of interdependent societies, cultures, histories, and world views. The courses offered challenge narrow conceptions of Self and Other by fostering in students an appreciation for cultural diversity, as well as the critical ability to discern the impact of large-scale cultural and historical forces on their lives. Students may choose among courses focusing on contemporary national and world politics (which could include such issues as conflict and cooperation, economy, the environment, and so on); the comparative study of cultures, societies, politics, and/or belief systems within and beyond the United States; and the dilemmas of the global majority—the three-quarters of the world's population who live where they may have to strive for national identity as well as economic and political development.

All courses in this area, whether focused on the United States or the world, encourage a better understanding of the dimensions of experience and belief that distinguish cultures and societies from one another as well as the commonalities that knit together all people. Understanding various dimensions of human experience helps break down barriers among groups and stimulates dialogue about solutions to many complex social problems. Through multicultural and cross-cultural studies students will recognize the historical, political, and cultural forces that foster inequality and injustice, while becoming aware of strategies of change that improve the quality of life for all people. The courses, therefore, stress the necessity of enhancing international and multicultural understanding and communication.

General Education courses in multicultural studies will allow students to:

- a. develop an informed perspective on (a) traditionally underrepresented groups in the U.S. and/or (b) on world societies, which would include knowledge of one or more of the following: culture, history, and social institutions;
- b. learn the significant conditions and contributions of (a) traditionally underrepresented groups in the U.S. and/or (b) different world societies;
- c. become aware of significant ways that the fact of underrepresented groups and/or multiple world societies affects decisions about human rights, social justice, and equality; and
- d. understand multiple approaches to issues of social justice.

VI. Human Well-Being

In studying human well-being, students will come to understand and develop healthy lifestyles and practices. The educational experiences in this area will enable students to examine issues and form reasoned conclusions about factors affecting personal wellness.

General Education courses in Human Well Being will allow students to:

- a. identify information and practices that will promote personal wellness;
- b. acquire practical knowledge that can be applied toward living a healthy and fit life;
- c. explain the factors that affect the quality of a healthy leisure lifestyle; and
- d. relate the effects of personal choices to the principles of wellness for living a healthy and fit life, both physically and mentally.

University General Education Requirements

Candidates for a baccalaureate degree at Western Illinois University are required to complete the General Education Curriculum approved by the University faculty. General Education courses should ordinarily be taken during the freshman and sophomore years, and the entire 43 semester hours should be completed not later than the last semester of the junior year. Individual colleges and departments may require additional courses and students should refer to the section of the catalog for the college in which they are enrolled for requirements beyond the University General Education Curriculum.

The following restrictions apply:

1. No courses numbered 275, 298, 450, 475, and 498 are acceptable for credit in the General Education Curriculum;
2. Students may not use any one course to satisfy two General Education distribution requirements;
3. Students may not count more than two courses from the discipline in which they major toward satisfaction of the General Education requirements;
4. No courses under the Pass/Fail option may apply to the General Education requirements.

University General Education Curriculum: Categories

I. Communication Skills: 9 s.h.

- Eng 180: College Writing I (3)
- Eng 280: College Writing II (3)
- Comm 241: Introduction to Public Speaking (3)

College Writing

All students enrolled in the University must demonstrate their ability to write and speak clearly, accurately, and effectively. Entering students' writing skills are assessed upon initial registration. Students placed in English 100 must complete that course with a grade of C or better before enrolling in English 180. **Further, all general education courses contribute to students' writing competency by including written assignments in the course requirements.**

English 180 must be taken either semester of the freshman year. Students who fail to receive a grade of C or better must repeat the course.

English 280 is to be taken after 24 hours earned and before 60 hours earned. English 180 is a prerequisite. Students who fail to receive a grade of C or better in 280 must repeat the course.

Students may also receive credit for all or part of the writing requirement by 1) passing the appropriate proficiency examination, 2) completing the stated requirements of General Honors 101, or 3) completing a comparable course or courses at another university with a grade of C or better.

Public Speaking

Students may also receive credit for the oral communication requirement by 1) completing the accelerated section 50 of Communication 241 with a grade of B or above, 2) completing the Honors section 25 of Communication 241, or 3) satisfactorily completing a comparable course at another college/university.

IV. Humanities and Fine Arts: 9 s.h.

Students must take at least three courses in the Humanities. Two courses must come from Group 1: Humanities, and one course must come from Group 2: Fine Arts. No more than two courses from the same discipline may be counted. At least one

course from each of the two groups of courses must be taken. No more than two courses from the same discipline may be counted.

Group 1: Humanities – Select two courses

African American Studies

- * AAS 281: Literature of the Black World (3)
- * AAS 283: African American Folklore (3)

Communication

- Comm 130: Introduction to Human Communication (3)
- Comm 254: Great Speeches (3)

English

- Eng 195: Introduction to Literature (3)
- Eng 200: Introduction to Poetry (3)
- Eng 201: Introduction to Fiction (3)
- Eng 202: Introduction to Drama (3)
- Eng 205: Introduction to Shakespeare (3)
- Eng 206: Issues in U.S. Literature (3)
- Eng 290: Introduction to Film (3)
- Eng 300: Short Story (3)

Foreign Languages and Literatures

- Chin 121: Elementary Chinese I (4)
- Chin 122: Elementary Chinese II (4)
- Chin 223: Intermediate Chinese I (3)
- Chin 224: Intermediate Chinese II (3)
- Fr 121: Elementary French I (4)
- Fr 122: Elementary French II (4)
- Fr 192: Accelerated Elementary French (4)
- Fr 223: Intermediate French I (3)
- Fr 224: Intermediate French II (3)
- Ger 121: Elementary German I (4)
- Ger 122: Elementary German II (4)
- Ger 223: Intermediate German I (3)
- Ger 224: Intermediate German II (3)
- Jpn 121: Elementary Japanese I (4)
- Jpn 122: Elementary Japanese II (4)
- Jpn 223: Intermediate Japanese I (3)
- Jpn 224: Intermediate Japanese II (3)
- Port 121: Elementary Portuguese I (4)
- Port 122: Elementary Portuguese II (4)
- Span 121: Elementary Spanish I (4)
- Span 122: Elementary Spanish II (4)
- Span 192: Accelerated Elementary Spanish (4)
- Span 223: Intermediate Spanish I (3)
- Span 224: Intermediate Spanish II (3)

General Honors

- G H 101: Freshman Humanities Tutorial (2–3)
- G H 201: Sophomore Humanities Tutorial (2–3)
- G H 301: Advanced Humanities Seminar (2–3)

History

- Hist 105: American History to 1877 (3)
- Hist 106: American History since 1877 (3)
- Hist 125: Western Civilization to 1648 (3)
- Hist 126: Western Civilization since 1648 (3)
- * Hist 145: History of Asia (3)

Philosophy

- Phil 105: Philosophical Explorations (3)
- Phil 120: Contemporary Moral Problems (3)
- Phil 140: Logic and Reasoning (3)
- Phil 205: Philosophy, Law and Society (3)

Religious Studies

- Rel 101: Exploring Religion (3)
- * Rel 201: World Religions (3)
- Rel 203: The Christians (3)
- Rel 207: The Bible (3)

Group 2: Fine Arts – Select one course

African American Studies

- * AAS 282: Black Theatre (3)

Art

- Art 180: An Introduction to Art (3)
- Art 282: History of Art: Ancient through Medieval (3)
- Art 283: History of Art: Renaissance to 1900 (3)

Music

- Mus 190: What to Listen for in Music (3)
- * Mus 195: American Popular Music (3)

Theatre and Dance

- Thea 101: Play Analysis (3)
- Thea 110: Introduction to the Theatre (3)

Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category

Proposal for the
Assessment of Student Learning in General Education
At Western Illinois University

Approved by the General Education Review Committee
February 15, 2007

Underlying Assumptions:

1. The assessment of student learning in regard to Western's General Education Goals should take place at the level of the department. This is in contrast to methods of assessment that evaluate every student individually or that are conducted on a university wide level. There are several reasons for this conclusion.
 - a. Assessment results are of the most use to the departments that deliver courses within the General Education Curriculum.
 - b. Western's large student body makes individual student level assessment untenable.
 - c. Conversely, the flexibility offered by a cafeteria style General Education Curriculum makes any university level assessment activities difficult.
2. General Education assessment should be as unobtrusive to faculty and departments as possible, yet should provide useful information regarding student achievement of Western's General Education Goals.
3. Other entities in the university need the information departments will generate by doing General Education assessment. These include the Council on General Education, the Faculty Senate, deans, and the Office of Provost and Vice President for Academic Affairs. As such, a regular mechanism for communicating information regarding General Education assessment is necessary.
4. As the office responsible for cross-college academic activities, the office of the Provost and Vice President for Academic Affairs is ultimately responsible for seeing that General Education assessment is carried out in a timely and effective manner.
5. Consistent with the faculty contract [Article 20.4.c.(1).(c)] , assessment results cannot be used in the evaluation of individual faculty for personnel decisions.

Assessment of Student Learning in General Education

I. Preliminary Activities: Departments are responsible for developing a plan to assess student mastery of the WIU General Education goals in the department's courses that are included in the General Education Curriculum. The office of the Provost and Vice President for Academic Affairs may serve as a resource to departments in developing appropriate plans for General Education assessment. However, the following activities are required of each department offering courses in the General Education Curriculum.

- A. Departments offering General Education courses must have an Assessment Committee as one of their regular department committees. Department assessment committees already in existence are sufficient. Another committee may assume these duties.
- B. For departments offering courses in the General Education Curriculum, the department assessment committee, in conjunction with the faculty teaching General Education courses, will identify at least three of the General Education goals that are appropriate to the discipline(s) represented by that department. The three goals selected may be the same for all General Education courses offered by a department or may vary by course.
- C. The three goals selected by the department assessment committee will be submitted to the Council on General Education.
- D. After reviewing the departments' submissions, the Council on General Education will recommend to departments which goals they will use for their General Education assessment.
- E. The Council on General Education will verify that each of the General Education Goals is being used for assessment by a sufficient number of departments (or courses) to reasonably assure that a student at Western would be exposed to each of the goals.
- F. The Council on General Education will develop a format for departments to use in reporting their General Education assessment results.

II. General Education Assessment Plan: Once the goals for each department offering General Education courses have been identified, departments need to develop a plan of assessing student learning of those goals. These plans may vary by course within a department, or department assessment plans may be consistent across courses. Each plan must include the following.

- A. **Learning Outcomes:** While the General Education Goals provide the basic outline for student learning in General Education, departments must develop measurable learning outcomes that are specific to the department's discipline(s). Measurable learning outcomes will be developed for each of the department's General Education goals. Learning outcomes are from a student's point of view: "students will demonstrate..."
 1. The measurable learning outcome is a narrower objective relevant to a broader goal. Measurable learning outcomes should be developed in the context of what faculty members teaching General Education courses are currently teaching.
 2. Departments may choose to assess student learning in a sample of the General Education courses and sections offered by the department, rather than in every section of every course. Every General Education course must regularly be included in the assessment process. Departments using a sample of sections should rotate the responsibility of assessment among its faculty teaching General Education courses.
- B. **Measurement:** Departments will develop forms of measurement that provide clear evidence of student learning relative to the learning objectives. Measures stem directly from the learning outcomes identified for each of the two goals being assessed by a department. Examples of possible measures include standardized tests, imbedded assessment, and portfolios.

C. Results: Through their assessment committees, departments are responsible for the following activities.

1. Departments will carry out the measurement in their General Education courses.
2. Departments will compile the results of the measurement.
3. Departments will analyze the findings in relation to the learning outcomes and the department's expectations of student learning.
4. Departments will report General Education assessment activities and results to their deans in annual assessment reports.

D. Feedback: The results of General Education Assessment can be used by a variety of actors.

1. Faculty can use assessment results to adjust teaching methods or course content if students are not meeting faculty members' expectations for student learning.
2. Departments can use assessment results to initiate adjustments in the departmental curriculum. Results can also foster discussion of teaching methods among departmental faculty.
3. Deans will receive General Education assessment results from the departments in each college that offers General Education courses. These reports will be transmitted to the Provost and Vice President for Academic Affairs.
4. The Office of the Provost and Vice President for Academic Affairs will compile department assessment information for institutional purposes. The Provost's office will provide General Education assessment results annually to the Council on General Education, as they are submitted by departments, unless CGE requests otherwise. The Council on General Education will report on General Education assessment to the Faculty Senate.
5. The Council on General Education will use assessment results as part of its ongoing review of General Education. Any actions taken as a result of General Education assessment will be reported annually to the Faculty Senate.
6. The Faculty Senate will be kept informed of assessment activities by the Council on General Education and the Provost and Vice President for Academic Affairs. Additional information may be requested.

**The following pages are the
current working documents
and catalog copy
relevant to the
general education review.**

Guidelines and General Criteria for Inclusion of Courses in General Education Curriculum

A. Guidelines for Categories II, III, IV, V, and VI

The following guidelines should be used in determining which courses may be considered for inclusion in the various categories of the General Education Curriculum.

1. Guidelines for the General Education Categories of Natural Sciences/Mathematics, Social Sciences and Humanities (Categories II, III, IV)

Courses in the General Education categories of Natural Sciences/Mathematics, Social Sciences, and Humanities shall come from departments and programs designated as follows:

Natural sciences/Mathematics: Biological Sciences, Chemistry, Geography, Geology, Mathematics, and Physics.

Social Sciences: African-American Studies, Economics, Geography, Political Science, Psychology, Sociology, Anthropology and Social Work.

Humanities: African-American Studies, Art, Communication Arts and Sciences, English, Foreign Languages and Literature, History, Music, Philosophy and Religious Studies, and Theatre.

Additional points of clarification are as follows:

- a. courses from departments not named are excluded;
 - b. the Department of Geography and the African-American Studies Program, which have courses in two different categories, assign faculty with appropriate training to teach the courses: e.g., an African-American Studies course in the Social Sciences category should be taught by someone trained in one of the social sciences such as sociology or political science and not one trained in a humanities field;
 - c. only sociology and anthropology courses from the Department of Sociology, Anthropology and Social Work may be included;
 - d. approved cross-disciplinary courses are not subject to the above restrictions and may be included in the appropriate categories.
- #### 2. Guidelines for the Multicultural and Cross-cultural Studies Category (Category V)

General Education courses in Multicultural and Cross-cultural Studies should be focused on U. S. minorities, women and non-Western (African, Asian, Latin American and Oceanic) cultures. The courses in this category should promote the understanding and appreciation of the historical and/or contemporary contexts of diversity that shape human cultures. Courses focused on non-Western cultures should include, where possible, consideration of the links between those cultures and U.S. society.

3. Guidelines for the Human Well Being Category (Category VI)

Courses in the Human Well Being category shall come from the following departments:

Health Sciences, Home Economics, Physical Education,
Recreation, Park and Tourism Administration.

General Education courses in the Human Well Being category should provide practical information or training aimed at promoting health and fitness. Courses should focus on important areas of practical knowledge, such as nutrition, disease prevention, exercise, and rest and relaxation. Courses should address the goal of acquainting students with the principles of wellness for living a healthy and fit life.

B. General Criteria for Inclusion of Courses in the General Education Curriculum

The following general criteria apply to all courses in the General Education Curriculum (except those in Communication Skills).

1. Courses submitted for inclusion in the General Education Curriculum should be evaluated in light of the Philosophy and Goals of General Education. Departments should enumerate specific pedagogical goals, by showing in what ways their proposed General Education courses fulfill the requirements for coverage of areas of knowledge in Section I of the Philosophy and Goals Statement, and in what ways their proposed General Education courses develop the abilities and competencies called for in Section III of the same document.
2. With the exception of the Honors Program, a department submitting a course for inclusion in General Education must make a commitment to offer the course at least once every two years.
3. No 400-level (Senior level) course shall be included in General Education.
4. Courses with more than one university-level course prerequisite shall not be included in General Education. (For example, Psychology 344 is not suitable for inclusion, since it has Psychology 224 as a prerequisite, which in turn has Psychology 223 as a prerequisite. Both of these are "university-level courses," in the sense that students may not obtain credit for these courses on the basis of high school course work. By contrast, French 327 is suitable for inclusion since its prerequisites, French 223 and 224, may be met by taking high school French courses. Similarly, Mathematics 138 is suitable for inclusion, since students may receive credit for one of its prerequisites, Mathematics 128, on the basis of advanced course work in high school. The phrase "university-level" is used here in a special sense to indicate that a course is offered only at the college or university level and that typically students may not obtain advance placement credit for the course.)

C. Special Criteria designed to promote the development of writing

1. Any department submitting a course or courses in categories II, III, IV, V, or VI must include at least one writing assignment in every one of those courses. Examples of suitable

writing assignments include an essay to be written during an examination, a take-home essay, a journal, a book review, a term paper, etc.

2. Any course in categories II, III, IV, V, and VI may be scheduled with the suffix "W" if it requires a significant amount of writing. Writing emphasis courses in the General Education Curriculum use writing both to help students learn course material and to improve their writing skills. Courses with the "W" designation must include at least one out-of-class writing assignment and at least one in-class writing assignment and either 50% of the final grade based on written work or at least 2500 words of writing that receives constructive feedback from the instructor. All "W" classes will include Hacker's Pocket Style Manual (or other campus-wide style manual) on the syllabus.

The above revised "Guidelines and General Criteria for Inclusion of Courses in General Education Curriculum" report includes amendments approved at the Special Meeting of the Faculty Senate on 3 December 1991 and regular meeting of 31 March 1992.

4/1/92

Revised B. 2., 12/19/96, Faculty Senate

Revised C. 2., 9/23/97, Faculty Senate

Approved by President, 9/26/97

Revised C. 2., 4/25/00, Faculty Senate

Approved by President, 5/4/00

Excerpt from Faculty Senate Bylaws:

I. Council on General Education

1. Membership:

The Council shall consist of sixteen members, including one undergraduate student selected by the Student Government Associations. The Faculty Senate shall appoint twelve members. There shall be two representatives per category from disciplines offering courses in categories I-IV and one representative for category VI from disciplines offering courses in category VI of the University General Education Curriculum. There shall be one representative of the faculty members who teach in category V and two at-large representatives from disciplines not offering courses in categories I-IV and VI. All colleges shall have at least one member and no college may have more than six members. The Dean's Council representative, the Provost's representative, and the Council of Academic Advisers representative shall serve as ex-officio members.

2. Duties:

- a. To establish Faculty Liaison Committees for each area of the General Education Curriculum, make requests of them and receive their reports.
- b. To periodically review and evaluate the philosophy and goals of General Education.
- c. To review the General Education Curriculum, and ongoing assessments of that curriculum by other agencies, in order to insure that the curriculum reflects the University's philosophy and goals of General Education.
- d. To determine on the basis of assessment results the level of adequacy of students' achievement of the goals of General Education, as well as effectiveness of any changes made in the curriculum of General Education.
- e. To review and plan baccalaureate skills assessment, and to make appropriate recommendations to the Faculty Senate.
- f. To develop procedures designed to lead to the improvement of student learning and the instructional process in the General Education Curriculum and forward those to the Faculty Senate for approval.
- g. To receive and review departments' plans and reports on assessment of General Education.
- h. To consider and make recommendations about the means of delivery for General Education courses to enhance student learning.
- i. To respond to departmental requests regarding General Education courses and make appropriate recommendations regarding such courses to the Faculty Senate.
- j. On request, to deliberate about the articulation of WIU General Education requirements with those of community colleges and other colleges and universities.
- k. On request, to deliberate about the impact of any changes in General Education on certification and accreditation programs as well as respond to the needs of those programs.
- l. To maintain liaison with CCPI, CAGAS, the Advising Center, and other agencies in order to consider matters of interest in the area of General Education to any or all concerned.
- m. To develop and offer programs, in conjunction with other University agencies when appropriate, to foster awareness and understanding of General Education.
- n. To make recommendations to the Faculty Senate regarding any or all of the duties described above.
- o. To perform such other duties as designated by the Senate.

University General Education Curriculum

Philosophy and Goals of General Education

General education is the component of the undergraduate curriculum devoted to those areas of knowledge, methods of inquiry, and ideas that the University and scholarly community believe are common to well-educated persons. General education provides knowledge and understanding of the world which will serve as the foundation for continued learning. This educational experience will encourage the student to develop the ability to analyze, think critically, formulate reasoned conclusions, and represent views and ideas clearly and cogently. Thus, general education is intended to assist students in the acquisition of skills, knowledge, attitudes, and competencies needed to live productively, grow significantly and serve meaningfully in a modern, multicultural society.

The University General Education Curriculum is intended to accomplish the more specific goals grouped by category below.

I. Communication Skills

Communication is the art of expressing and exchanging meaning among people. At the University, meaning or knowledge is developed as teachers and students share insights, exchange ideas, and debate positions. Reading, speaking, research, and writing all play important roles in this construction and extension of knowledge.

College Writing

The writing course sequence enables students to use language actively in diverse ways and settings to gain and share knowledge about their experiences and concepts. They also reflect on that language use by examining their processes of writing and reading in order to understand both the texts they create and the texts they encounter.

Through the writing course sequence students will:

- a. make writing choices within the rhetorical contexts of academic writing, with attention to the particular audiences, subjects, and purposes of writing;
- b. understand and incorporate into their own writing each stage of the writing process: exploration, invention, drafting, revising, editing;
- c. improve their ability to analyze on multiple levels the texts that they read, and to recognize and synthesize connections among texts;
- d. discover a variety of argumentative strategies in academic writing and incorporate those strategies in the development of several essays;
- e. explore in depth at least one significant subject of academic interest by extensive reading, peer discussion, and the use and citation of research materials; and
- f. demonstrate control over the conventions of edited American English.

Public Speaking

The oral communication course develops students' awareness of the communication process; focuses on the skills of invention, organization, and expression; promotes understanding of and adaptation to a variety of communication contexts; and emphasizes critical skills in listening, reading, thinking, and speaking.

Through the communication course students will:

- a. create effective speeches through careful selection of topics and analysis of audience needs, situational factors, and speaker purposes;

- b. gather, evaluate, organize, and outline supportive materials into persuasive and informative messages that reflect an understanding of the appropriate use of evidence, reasoning, and language;
- c. deliver effective speeches that demonstrate proficiency in articulation, nonverbal behaviors, and visual aids that reinforce the message and promote clarity and interest; and
- d. become more discriminating consumers of messages through critical listening.

II. Natural Sciences and Mathematics

Part A - Mathematics Competency

Competency in baccalaureate level mathematics enables students to successfully engage in the mathematical thinking encountered in undergraduate studies and in daily living. Central to this competency is the ability to solve problems, to use mathematical modeling, and to evaluate mathematical calculations and reasoning. Students are expected to express and interpret mathematical information in written and oral forms and to use technology (calculators, computers, etc.) appropriately.

Through mathematics competency courses, students will:

- a. use basic mathematics in problem solving and modeling strategies as needed for college coursework and for living in today's and tomorrow's world;
- b. clearly express mathematical ideas and calculations in writing; and
- c. make valid inferences from mathematical formulas, graphs, tables, and data.

Part B - General Education

Studying the natural sciences and mathematics enables students to understand the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. That is, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge in the sciences and mathematics and are better able to explain the similarities and differences that exist among the sciences. By studying the methods of inquiry practiced by scientists in the search for answers to yesterday's and today's issues and problems, they experience both the power and limitations of this knowledge while growing in their appreciation of the scientific perspective and its impact on their lives and society.

Through courses in biology, chemistry, geography, geology, mathematics, and physics, students will:

- a. demonstrate understanding of basic terms, concepts, principles, processes, and systems in the natural sciences and mathematics;
- b. draw conclusions and/or identify relationships by synthesizing from relevant information;
- c. demonstrate the ability to apply appropriate investigative methodologies in laboratory courses; and
- d. demonstrate the ability to use and understand scientific and mathematical terminology in writing assignments and/or classroom discussion.

III. Social Sciences

In their social science coursework, students explore aspects of their own cultures and beliefs and the cultures and beliefs of others within a context of empirical research findings and theoretical speculation.

They examine anthropological, economic, geographical, political, psychological, and/or sociological aspects of individuals and groups in various cultures and the social problems that these individuals and groups attempt to overcome.

They apply a variety of methodologies (e.g., laboratory experiments, case studies, naturalistic observations) to studies of individual and group behavior.

Through courses in anthropology, economics, geography, political science, psychology, and sociology students will:

- a. gain insight into the diversity of human motivations and institutional forces that influence social behavior;
- b. recognize multiple methods and modes of inquiry used in the social sciences and their appropriate application;
- c. develop analytical and critical thinking skills as applied to the study of the social sciences; and
- d. communicate ideas and explain concepts and analyses using the language of the social sciences.

IV. Humanities

In studying the humanities, students learn to explore issues fundamental to human identity, as these are expressed in the artistic, cultural, and intellectual traditions of the world's civilizations. Courses in the humanities reveal ways to give meaning to human experience through the study of fine arts, philosophical thought, literature and film, interpretations of history, rituals and belief systems of religion, communication, and foreign languages. After studying the humanities, students will have the tools and knowledge to respond more knowledgeably and actively to those humanistic works and traditions created by people of various societies and times.

Through courses in African American studies, art, communication, English, foreign languages and literatures, history, music, philosophy and religious studies, and theatre, students will:

- a. learn to perceive accurately, describe carefully, and analyze systematically various humanistic expressions and works such as literary, philosophical and historical texts; artistic forms and musical works; and ritual, drama, and other forms of symbolic action and speech;
- b. learn the significant concepts and issues that continue to structure and guide study in the humanities disciplines;
- c. learn to identify, analyze, and interpret the historical, social, or cultural contexts for these humanistic works and expressions;
- d. examine and come to understand human values as they are represented, reasoned about, and justified through various humanistic works and traditions; and
- e. develop reading, critical reasoning, and communication skills important for understanding and effectively communicating ideas and perspectives regarding humanistic works and traditions.

V. Multicultural Studies

Through multicultural and cross-cultural study, students will develop an understanding of diversity in the United States and of the larger world as a complex network of interdependent societies, cultures, histories, and world views. The courses offered challenge narrow conceptions of Self and Other by fostering in students an appreciation for cultural diversity, as well as the critical ability to discern the impact of large-scale cultural and historical forces on their lives. Students may choose among courses focusing on contemporary national and world politics (which could include such issues as conflict and cooperation, economy, the environment, and so on); the comparative study of cultures, societies, politics, and/or belief systems within and beyond the United States; and the dilemmas of the global majority—the three-quarters of the world's population who live where they may have to strive for national identity as well as economic and political development.

All courses in this area, whether focused on the United States or the world, encourage a better understanding of the dimensions of experience and belief that distinguish cultures and societies from one another as well as the commonalities that knit together all people. Understanding various dimensions of human experience helps break down barriers among groups and stimulates dialogue about solutions to many complex social problems. Through multicultural and cross-cultural studies students will recognize the historical, political, and cultural forces that foster inequality and injustice, while becoming aware of strategies of change that improve the quality of life for all people. The courses, therefore, stress the necessity of enhancing international and multicultural understanding and communication.

Through courses in multicultural studies students will:

- a. develop an informed perspective on (a) traditionally underrepresented groups in the U.S. and/or (b) on world societies, which would include knowledge of one or more of the following: culture, history, and social institutions;
- b. learn the significant conditions and contributions of (a) traditionally underrepresented groups in the U.S. and/or (b) different world societies;
- c. become aware of significant ways that the fact of underrepresented groups and/or multiple world societies affects decisions about human rights, social justice, and equality; and
- d. understand multiple approaches to issues of social justice.

VI. Human Well-Being

In studying human well-being, students will come to understand and develop healthy lifestyles and practices. The educational experiences in this area will enable students to examine issues and form reasoned conclusions about factors affecting personal wellness.

Through courses in family and consumer sciences, health sciences, kinesiology, and recreation, park and tourism administration students will:

- a. identify information and practices that will promote personal wellness;
- b. acquire practical knowledge that can be applied toward living a healthy and fit life;
- c. explain the factors that affect the quality of a healthy leisure lifestyle; and
- d. relate the effects of personal choices to the principles of wellness for living a healthy and fit life, both physically and mentally.

REQUEST FOR INCLUSION IN GENERAL EDUCATION

(THIS FORM IS TO BE USED FOR EXISTING COURSES ONLY)

Submit 13 copies of completed form to Faculty Senate Office for distribution to CGE members

COLLEGE:

DEPT:

DEPARTMENT CHAIRPERSON:

APPROVAL SIGNATURES REQUIRED BELOW:

DEPT.: _____ Date: _____

COLLEGE: _____ Date: _____

CAGAS (if SU): _____ Date: _____

CGE: _____ Date: _____

SENATE: _____ Date: _____

PROVOST: _____ Date: _____

DEPARTMENT, COURSE NUMBER, COURSE TITLE, AND CREDIT HOURS:

GENERAL EDUCATION CATEGORY:

EXISTING CATALOG DESCRIPTION:

Recommend 25 words, but not to exceed 40. If S/U grading is used, include a rationale. CAGAS must approve S/U grading.

PREREQUISITES:

CLASS HOURS PER WEEK:

LAB HOURS PER WEEK:

COURSE OBJECTIVES:

RELEVANCE OF MULTICULTURAL SCHOLARSHIP AND INTEGRATION OF PEDAGOGY:

The following explanation for this question should be deleted on the form you submit. This is strictly informational.

Where relevant, explain how this course incorporates multicultural perspectives (cultural pluralism). Please consider in priority order:

1. Integration of pluralistic concepts and themes into the course content;
2. Methods of presentation that ensure accessibility for students of all cultural backgrounds; and/or
3. Contributions from members of traditionally underrepresented groups.

Please consult “Considerations - Multicultural Scholarship and Pedagogy” for help in responding to these points. If you want further information about multicultural approaches to specific disciplines or courses, please contact Faculty Development (298-2434).

JUSTIFICATION FOR INCLUSION IN GEN. ED.

In addition to responding to the following questions, please provide a sample outline of course content.

Please refer to “Guidelines and General Criteria for Inclusion of Courses in the General Education Curriculum” and the General Education Goals of the “Philosophy and Goals of General Education” documents (both of which are available in Word format from the Faculty Senate office) before responding to the following questions.

- a. Briefly describe how your course will meet each of the General Education goals for the relevant category.
- b. If this course will also be required for the major, how will these competing demands (i.e., general education goals and major goals) be accommodated?
- c. If this course is numbered above the 200 level, why is upper division credit necessary?
- d. As stated in the “Guidelines....” document, C. 1., “any department submitting a course or courses in categories II, III, IV, V, or VI must include at least one writing assignment in every one of these courses.” Please explain how this course will meet the writing requirement.

FREQUENCY OF OFFERINGS:

DATE OF FIRST OFFERING:

REDISTRIBUTION OF TEACHING LOAD:

Indicate whether the inclusion of this course into the General Education curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate this inclusion.

ADDITIONAL EQUIPMENT AND LIBRARY REQUIREMENTS:

Indicate what, if any, special equipment or library purchases will be necessary to permit the effective teaching of the course.

LIST COURSES (IF ANY) TO BE DELETED IN CONJUNCTION WITH APPROVAL OF THIS REQUEST:

REQUIRED FOR THE MAJOR: YES: NO:

If yes, please explain how the addition will be accommodated within your department major hours.

COUNCIL ON GENERAL EDUCATION
MULTICULTURAL AND CROSS-CULTURAL CATEGORY
Points to Consider

Before submitting your CCPI Request for Inclusion in General Education

General Education courses in Multicultural and Cross-Cultural Studies should be focused on U.S. minorities, women and non-Western (African, Asian, Latin American and Oceanic) cultures. The courses in this category should promote the understanding and appreciation of the historical or contemporary contexts of diversity that shape human cultures. Courses focusing on non-Western cultures should include, where possible, consideration of the links between those cultures and U.S. society.

Course focuses on specific cultures

- U.S. minorities
- women
- non-Western (African, Asian, Latin American and Oceanic)

Course promotes the understanding of

- historical contexts
- contemporary contexts of diversity that shape human cultures

Course includes consideration of the links between non-Western cultures and U.S. society (where possible)

- yes
- no

Course attempts to develop critical thinking skills

- yes
- no

Course attempts to facilitate communication skills

- yes
- no

Course analyzes the similarities and differences among people of various groups, societies and cultures

- yes
- no

Course assesses and responds to information and situations related to groups and cultures different from one's own

- yes
- no

Course challenges students to examine societal perceptions and cultural frames of reference utilizing multiple perspectives

- yes
- no

EXCERPT FROM CCPI'S "REQUEST FOR NEW COURSE"

DESIRE FOR THE GEN. ED. CURRICULUM: YES: NO:

If yes, CATEGORY:

IF YOU ARE NOT REQUESTING INCLUSION IN GENERAL EDUCATION, please submit 23 copies of your request (for CCPI) to the Faculty Senate Office, Stipes 323, for appropriate routing to CCPI, the Faculty Senate and the President. Submit letters of support from departments where overlap may exist. You may ignore the remainder of this form

IF YOU ARE REQUESTING THAT THIS NEW COURSE BE INCLUDED IN THE GENERAL EDUCATION CURRICULUM, PLEASE ANSWER THE REMAINING QUESTIONS ON THIS PAGE, then submit 38 copies of your request (23 copies for CCPI and 15 copies for CGE) to the Faculty Senate Office, Stipes 323 for appropriate routing to CGE, CCPI, the Faculty Senate and the President.

JUSTIFICATION for GENERAL EDUCATION

In addition to responding to the following questions, please provide a sample outline of the course content (15 copies for CGE).

Please refer to "Guidelines and General Criteria for Inclusion of Courses in the General Education Curriculum" and the General Education Goals of the "Philosophy and Goals of General Education" documents (both of which are available at www.wiu.edu/FacultySenate or from the Faculty Senate Office) before responding to the following questions.

- a. BRIEFLY DESCRIBE HOW YOUR COURSE WILL MEET EACH OF THE GENERAL EDUCATION GOALS FOR THE RELEVANT CATEGORY.**
- b. IF THIS COURSE WILL ALSO BE REQUIRED FOR THE MAJOR, HOW WILL THESE COMPETING DEMANDS (i.e. GENERAL EDUCATION GOALS AND MAJOR GOALS) BE ACCOMPLISHED?**
- c. IF THIS COURSE IS NUMBERED ABOVE THE 200 LEVEL, WHY IS UPPER DIVISION CREDIT NECESSARY?**
- d. AS STATED IN THE "GUIDELINES....." DOCUMENT, C.1. "ANY DEPARTMENT SUBMITTING A COURSE OR COURSES IN CATEGORIES II, III, IV, V, OR VI MUST INCLUDE AT LEAST ONE WRITING ASSIGNMENT IN EVERY ONE OF THESE COURSES." PLEASE EXPLAIN HOW THIS COURSE WILL MEET THE WRITING REQUIREMENT.**