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Wayne State College

## General Education Assessment through Educated Perspective Seminars

**Presenters**  
James O'Donnell, Dean, School of Arts and Humanities  
Sue Sydow, Director of Assessment  
Tami Worner, Professor of Mathematics

Conference on Quality in Higher Education  
NCA HLC Annual Meeting  
Hyatt Regency Chicago  
April 11, 2010  
Session No.: G-SUN-0115-f

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Wayne State College

## Session Overview

- Share WSC's General Education Program Assessment Methods:
  - Indirect Measure
    - NSSE
  - Direct Measures of Assessment
    - Interdisciplinary Assessment through Educated Perspective Seminars (EPS)
    - CAAP Testing

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### Size

- City Population: 5,583
- College Enrollment: 3,642
  - Undergraduate 77% and Graduate 23%
    - 88% of students from Nebraska
    - 12% from 29 States and 24 Foreign Countries

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### Scope

- Average Class Size 21
- 124 Full-time Faculty/90 Part-time Faculty
- Degrees Granted: B.A., B.S., M.B.A., M.S., M.S.E., Ed.S.
- Student academic preparation (2009 Freshman)
  - Average ACT score (composite) 21.2
  - Middle 50% of score range 19-25

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### 2007-2008 Graduate Survey Results

- 97% of all WSC graduates are employed or are attending graduate school
  - 81% of these graduates remain in Nebraska for their employment or graduate school

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### WSC Mission

*Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff-student interaction, public service, and diversity within a friendly and collegial campus community.*

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### WSC Mission

*Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, **excellence in teaching and learning**, and **regional service** and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff-student interaction, **public service**, and diversity within a friendly and collegial campus community.*

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## Background

- 2007-2008 General Education Program Revised
- **AQIP 2007 Quality Check-up Visit**
  - WSC in beginning level on the continuum of assessment program implementation
  - **Needed to expedite assessment on campus**
  - Establish a campus-wide **“Culture of Assessment”**
- Need for General Education Assessment Plan

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## Background

- **Academy for Assessment of Student Learning Team Cohort February 2008**
  - One Dean, Two Directors, Four Faculty Members
    - Represents 4 Schools, General Education Committee, EDU Accreditation, a Dean/administration
  - **Developed Assessment Plan**
  - Became AQIP Action Project



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## Academy and AQIP Action Project

- **One Indirect Measure**
  - *National Survey of Student Engagement (NSSE)*
- **Two Direct Measures**
  - **Educated Perspective Seminar (EPS) Courses**
    - Assess Goals of General Education Program
  - ACT's Collegiate Assessment of Academic Achievement (CAAP)
    - Critical Thinking and Essay Writing
      - Required for Voluntary System of Accountability (VSA)

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## General Education Goals

- **Develop expression** – Foster communication skills that facilitate effective expression of ideas; (e.g. writing, speaking, reading, listening, and visualizing).
  - **Expand communication skills**
- **Participate in methods of inquiry** – Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.
  - **Develop further competence in investigative processes**
- **Expand knowledge** – Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.
  - **Increase awareness in human understanding by examining topics from a variety of perspectives**
- **Encourage civic involvement** – Develop a sense of civic responsibility and involvement in a diverse society.
  - **Enhance awareness of one's role in a civic society**

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### General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

**WSC Goal 1**  
*Develop Expression: Foster communication skills that facilitate effective expression of ideas (e.g. writing, speaking, reading, listening, and visualizing).*

NSSE: Made a class presentation.

	WSC	Plains Public
FY	2.48*	2.35
SR	3.13*	2.76



*\*WSC mean score exceeds the mean scores at Plains Public, Carnegie Class, and combined NSSE 2009 survey institutions.*

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### General Education Baseline Assessment Data; 2009 NSSE Survey (Indirect Measure)

**WSC Goal 1**  
*Develop Expression: Foster communication skills that facilitate effective expression of ideas (e.g. writing, speaking, reading, listening, and visualizing).*

NSSE: Number of written papers or reports of 20 pages or more.

	WSC	Plains Public
FY	1.20	1.30
SR	1.55	1.60



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**Wayne State College**

General Education Baseline Assessment data;  
2009 NSSE Survey (Indirect Measure)

**WSC Goal 1**  
*Develop Expression: Foster communication skills that facilitate effective expression of ideas (e.g. writing, speaking, reading, listening, and visualizing).*

NSSE: Number of written papers or reports of fewer than 5 pages.

	WSC	Plains Public
FY	3.10	3.15
SR	3.49*	3.18



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General Education Baseline Assessment Data;  
2009 NSSE Survey (Indirect Measure)

**WSC Goal 2**  
*Participate in Methods of Inquiry: Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.*

NSSE: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components.

	WSC	Plains Public
FY	2.96	2.99
SR	3.12	3.20



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General Education Baseline Assessment Data;  
2009 NSSE Survey (Indirect Measure)

**WSC Goal 3**  
*Expand Knowledge: Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.*

NSSE: Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.

	WSC	Plains Public
FY	2.78	2.75
SR	2.73	2.81



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General Education Baseline Assessment Data;  
2009 NSSE Survey (Indirect Measure)

**WSC Goal 4**  
*Encourage Civic Involvement: Develop a sense of civic responsibility and involvement in a diverse society.*

NSSE: Voting in local, state, or national elections.

	WSC	Plains Public
FY	2.44	2.57
SR	2.43*	2.32



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General Education Baseline Assessment data;  
2009 NSSE Survey (Indirect Measure)

**WSC Goal 4**  
*Encourage Civic Involvement: Develop a sense of civic responsibility and involvement in a diverse society.*

NSSE: Contributing to the welfare of your community.

	WSC	Plains Public
FY	2.33	2.39
SR	2.65 *	2.45



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General Education Baseline Assessment Data;  
2009 NSSE Survey (Indirect Measure)

<b>Plains Public Peer Group:</b>		<a href="#">[Web site data]</a>
Bemidji State University	Missouri Southern State University	
Chadron State College	Peru State College	
Dickinson State University	Pittsburg State University	
Emporia State University	Southern Arkansas University	
Fort Hays State University	Southern Oregon University	
Harris-Stowe State University	Southwestern Oklahoma State University	
Minnesota State University-Mankato	St. Cloud State University	
Minnesota State University-Moorhead	Winona State University	
Minot State University		

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General Education Baseline Assessment Data;  
Educated Perspective Seminar (EPS) (Direct Measure)

- **EPS Catalog Description (From the 2008–09 General and Graduate Catalog)**
- EPS 300 Educated Perspective Seminar (3) Prerequisite: Junior Standing, 60 or more hours completed, 30 hours in General Education. The course incorporates knowledge, concepts, and philosophies across various disciplines by examining a topic of interest pertinent to today's citizens. Students from a variety of majors will come together bringing the perspectives advanced in their majors to the discussions and assignments. When no duplication of topic exists, this course may be repeated for additional credit.

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General Education Baseline Assessment Data;  
Educated Perspective Seminar (EPS) (Direct Measure)

- Purpose:
  - **Conceptualize the integration of disciplines**
  - Utilize the knowledge and skills emphasized in the general education program
  - **Examine a topic of interest pertinent to today's citizens**

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General Education Baseline Assessment Data;  
Educated Perspective Seminar (EPS) (Direct Measure)

- Guidelines:
  - Required for all students – including those who transfer with an AA or AAS
  - **Before taking EPS 300, students must complete 60 hours, including at least 30 hours of General Education courses**
  - An EPS 300 course cannot count towards a student's major or endorsement

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## EPS 300: Leadership Styles



- **Teaching Attributes**
  - Smaller class size
  - **Student perspectives from multiple disciplines**
- **Assessment**
  - **Integral part of course**

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**Wayne State College**

## Process

- **Electronic Assessment Program Development**
  - WSC Network and Technology Service

**Student to be assessed:**  
Select a student...

**Develop Expressions:** [Click to Show/Hide Criteria](#)  
Facilitate effective expression of ideas; (e.g., writing, speaking, reading, listening, and visualizing).  
 0 Deficient    1 Emerging    2 Acceptable    3 Competent    4 Exceptional

**Participate in Methods of Inquiry:** [Click to Show/Hide Criteria](#)  
Advance ideas and concept through applied critical, logical, scientific, and creative thinking skills and processes.  
 0 Deficient    1 Emerging    2 Acceptable    3 Competent    4 Exceptional

**Expand Knowledge:** [Click to Show/Hide Criteria](#)  
Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.  
 0 Deficient    1 Emerging    2 Acceptable    3 Competent    4 Exceptional

**Develop Civic Involvement:** [Click to Show/Hide Criteria](#)  
Develop a sense of civic responsibility and involvement in a diverse society.  
 0 Deficient    1 Emerging    2 Acceptable    3 Competent    4 Exceptional

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## Assessment Indicators

*0 = Deficient*  
(Failed to demonstrate progress toward goal)

*1 = Emerging*  
(Demonstrates limited progress toward goal)

*2 = Acceptable*  
(Demonstrates satisfactory progress toward goal)

*3 = Competent*  
(Demonstrates proficient progress toward goal)

*4 = Exceptional*  
(Demonstrates mastery of goal)

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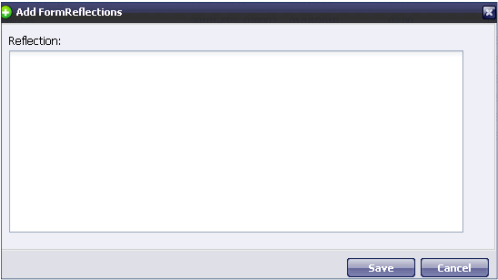
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## Process

- Self-Reflection for faculty and students



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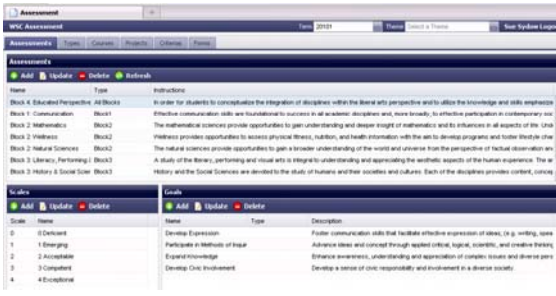
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## Versatility

[\[Electronic Assessment\]](#)



Goals	Name	Type	Description
0	Develop Expression	Foster communication skills that facilitate effective expression of ideas, (e.g. writing, speaking)	
1	Participate in Methods of Inquiry	Advance ideas and concepts through applied critical, logical, creative, and creative thinking	
2	Expand Knowledge	Enhance awareness, understanding and appreciation of complex issues and diverse perspectives	
3	Develop Civic Involvement	Develop a sense of civic responsibility and involvement in a diverse society	

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## WebFocus Reporting

### Wayne State College

#### General Assessment Reporting

Term	Course Titles	Goal Name
ALL	ALL	ALL
20089	Ed_Persp_Sem_Tech_And_Society	Develop Civic Involvement
20091	Ed_Persp_Sem_Wild_Hth_Iss	Develop Expression
20097	Ed_Persp_Sem_Colonizing_Space	Expand Knowledge
20099	Ed_Persp_Sem_Critcl_Think	Participate in Methods of Inquiry
	Ed_Persp_Sem_Leadership_Examples	
	Eps_Critical_Thinking	
	Eps_Environmental_Ethics	

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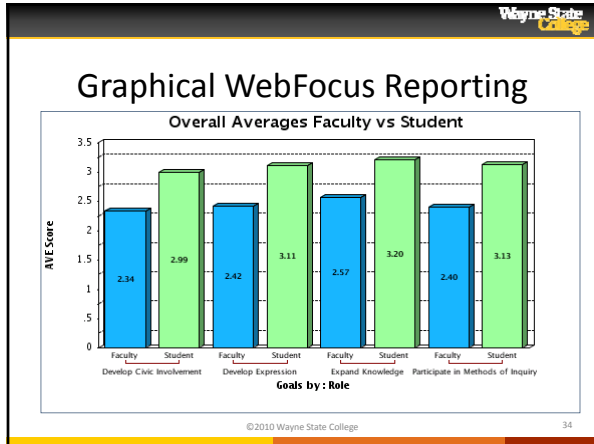
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General Education Baseline Assessment Data; CAAP Results (Direct Measure)

Average Mean CAAP Scores (Fall 2009 and Spring 2010)

Critical Thinking		
	Freshmen Scores	Senior Scores
CAAP score range: 40 to 80	60.1	62.8
Percent at or above the National Norm	40%	59%

Essay Writing		
	Freshmen Scores	Senior Scores
CAAP score range: 1 to 6	3.0	3.2
Percent at or above the National Norm	36%	46%

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- ### Institutional Results
- Compare new data with baseline data on an annual basis
  - Emerging campus-wide “Culture of Assessment”
    - Fall and Spring Assessment Retreat Days
    - Bi-Annual Departmental Program Assessment Reporting
  - Data reviewed by
    - Office of Assessment
    - Assessment Oversight Committee
    - General Education Committee

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## Contact Information



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Tami Worner [taworne1@wsc.edu](mailto:taworne1@wsc.edu)

Wayne State College Web site: [www.wsc.edu](http://www.wsc.edu)  
WSC Assessment Web site: [www.wsc.edu/assessment](http://www.wsc.edu/assessment)  
WSC General Education EPS Course Web site: [http://www.wsc.edu/academic/general\\_education/eps\\_course\\_descriptions/index.php](http://www.wsc.edu/academic/general_education/eps_course_descriptions/index.php)  
Contact Dennis Linster, Network and Technology Systems: [delinst1@wsc.edu](mailto:delinst1@wsc.edu)

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## Questions???



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# References

- Educated Perspective Seminar Course Descriptions
- Educated Perspective Seminar Course Proposal
  - Signature Page
  - Matrix
  - Sample Syllabus

## **EPS 300 (Educated Perspective Seminar) Course Descriptions**

### **EPS 300: Appreciating Diversity**

This course is designed to increase awareness of and appreciation for diversity in all aspects of society. Students will explore their own elements of diversity to discover how physical, social and experiential attributes have shaped their thought processes, perceptions, attitudes and choices. Students will engage in activities designed to increase their appreciation for the diversity of others. In addition, students speculate on the impact of diversity in their chosen field of study.

### **EPS 300: Capitalism and Morality**

This course questions the assumption that capitalism is ethically sound. We shall study the nature of capitalism as well as prominent normative theories of ethics and justice. We shall then look at various ethical issues in capitalism as it is practiced in the United States, including economic distribution, the nature of corporations, corporate auditing, the responsibility of business to consumers and the environment, and the ethics of advertising. Rather than trying to settle these controversies, we will focus on learning and using the methods philosophers use in trying to settle them.

### **EPS 300: Colonizing Space**

In this course we will look at new ideas and new technologies associated with mankind (and womankind) colonizing space. In doing so, we will realize how colonizing space involves and integrates a variety of disciplines, knowledge, and skills emphasized in the General Education program. Activities will include journaling and discussing the legitimacy of information from various media sources, debating the political/economical/ethical issues associated with colonizing space, and creating your own space faring civilization.

### **EPS 300: Communication and Ethics**

Ethics is an aspect of the practice of communication but leaves open for discussion when and where that ethical aspect may be carried out. We will study a variety of ethical dimensions of communication, read and identify the dialectics of ethical dilemmas (right vs. right) and (right vs. wrong); and ponder issues of integrity, moral courage and character. Course goals include: 1) initiating conversation about communication and ethics, 2) developing a vocabulary for talking about ethical issues, 3) experiencing a degree of comfort in discussing ethical concerns, and 4) conducting a research analysis of the ethical dimension of some aspect of discourse in a context of your choice.

### **EPS 300: Critical Thinking Concepts and Skills**

The course is designed to help students achieve deep and significant learning skills for use in all disciplines. By examining controversial and provocative questions students will consider how we think, why we think, and how we can change the type of thinking we participate in through quality thinking and intellectual growth. From the book- "Critical thinking is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances." (Paul & Elder, 2001).

### **EPS 300: Culture and Literature of the Great Plains**

The early 21st Century has renewed our focus on what it means to be an American, but regional identity (or lack thereof) significantly influences our personal identities: how do we see ourselves and how do we present ourselves to others. Though Nebraskans too often think their home as a vacant place on the edge of the map with little but the vicissitudes of a college football program to give it shape, the state and its region have a characteristic history and literature that can define its citizens and provide an agenda for the future.

### **EPS 300: Economic Perspectives of Social Issues**

Students will apply an economic perspective to critically examine issues, challenges and current trends related to employment, education, politics and government, social problems (poverty, hunger, homelessness, and crime), diversity, and globalization. The course requires research, writing

assignments and discussion, using the NIF (National Issues Forums) or similar models to examine issues from a variety of perspectives to resolve conflict and build consensus.

### **EPS 300: Endangered Languages: Issues and Solutions**

Most of the world's languages are in danger of dying out within the next generation or two. The aim of this course is an understanding of the diversity of endangered languages, and of issues surrounding language loss and language preservation projects. We will approach this goal from several directions. During the first part of the semester we will investigate the variety of human languages: their history, their division into language families, the social and cultural factors affecting their usage, their similarities and differences in sounds and grammar. During the second part of the semester we will study language loss and revival. How have thousands of languages come to be lost or endangered? Why is this an important problem? Why are languages valuable – to their speakers, to linguists, anthropologists, and historians, and to societies? What methods have been tried to strengthen or revive endangered languages, and how well have they worked? During the third part of the semester we will look in more depth at one endangered Native American language, Omaha-Ponca, and students will research a language of their choice. There is no language prerequisite for the course.

### **EPS 300: Environmental Ethics**

Environmental Ethics philosophically inspects religious, economic, political, and health issues that impact us and our planet as a result of human generated waste and pollution. Environmental Ethics is also concerned with allied issues such as race, class, gender and globalization. Environmental Ethics deals with our relationships with nature which have been mainly degrading and destructive. Environmental Ethics is an interdisciplinary course that encourages thinking across cultural, historical, and knowledge boundaries.

### **EPS 300: Exploring Social, Ethical & Religious Issues through Major Legal Controversies**

#### **EPS 300: Global Health: Right, Responsibility and Privilege**

Health is a fundamental human RIGHT - however, the RESPONSIBILITY for securing health is a dynamic interaction between individual action and behavior, environment, culture, public policy and socio-economic status of global communities. Furthermore, there is great local and global disparity between health status, revealing an element of PRIVILEGE to health and health resources. The ultimate goals of this course are to understand the roles of knowledge, access and culture in determining personal and global health; and to build your capacity to "Think Globally and Act Locally" toward personal, community and global health.

#### **EPS 300: Global Issues - Let's Trace the Spice Trade**

The study of spices and their usage throughout the various regions of the world as viewed from the historical standpoint of trade and immigration is the focus of this course. Students will also investigate the current trade regime, the role of World Trade Organization, as well as some of the controversies surrounding international trade of food. A seminar style setting will enable students to incorporate an interdisciplinary perspective via the culminating project: an international food festival for the community.

#### **EPS 300: Language, Identity and Race**

While equality and egalitarianism is a common theme within the rhetoric of western culture, all we need to do is walk down the halls of any American High School to see how students, without the direct influence of adults, are naturally pulled into groups. Whether they categorize themselves as jocks, goths, geeks, or populars, it is their self-categorization that makes up much of their identity. This self-categorization does not end in adolescence, as we continue develop identify with some groups while we discriminate against others into our later years. Using research and theories from psychology, sociology, political science, mass media, and communication, the goal of this course is to explore the development of our identity. We should leave this course with: (a) a deeper understanding of the manner in which we categorize the world into social ingroups and outgroups, (b) a capacity to recognize the prevalence and origin of our own discrimination and prejudice, (c) an ability to view various contexts of communication through an "intergroup lens," and (d) skills to critically investigate and evaluate historical, present, and future social issues.

**EPS 300: Leadership Styles**

People with college educations are expected to be leaders at their workplace and in their community. In this course, students will discuss a variety of examples of leadership to learn some theories of leadership development and the leadership process. We will also see that leadership in different venues takes very different forms: being a leader in a business is very different from being a leader in education or a leader of your community. Additionally, students will take several personality inventories and leadership assessments to determine their leadership strengths and weaknesses to improve their leadership skills.

**EPS 300: Literary Ghosts and Vampires**

In this course students will read several texts by authors representing a variety of ethnic backgrounds who write about ghosts, vampires, incarnations, conjurers, and other “shapeshifters” in order to understand the appeal of the uncanny, of spectrality, and of haunting in various forms.

**EPS 300: Musical Theater**

Participation in the production of a Musical Theater performance; actor training, costume construction, set construction, publicity, stage make-up application, voice training, dance training, musicianship, classroom discussion/lecture, and various related activities will be part of this course. Students will work collaboratively, professionally, and responsibly to enthusiastically present an entertaining and highly anticipated live public performance.

**EPS 300: Nature and Culture of the Great Plains**

Many people living on the Great Plains have little understanding of its nature and culture. To develop a greater understanding of the Great Plains, this class explores the past, present and future of the region through the lens of natural history and the social environment. The ultimate purpose is to develop a sense what is unique about the Great Plains and to consider its problems and prospects.

**EPS 300: Outlaws in American Culture**

Outlaws in American Culture will examine the relationship of the outlaw to American culture through an exploration of literary themes in various genres, including novels, short fiction, poems, and essays. America has long had a love/hate relationship to the outlaw, who often serves as a morally ambiguous figure and makes us examine our values as Americans. Students will explore the history and the myths of the American outlaw, and how characterization of such figures has changed with various cultural climates.

**EPS 300: Peace Studies**

Inner peace, interpersonal peace, and world peace will be explored through several disciplines including counseling, economics, history, literature, political science, psychology, and sociology. Conversations on peace: inner peace, peace in our individual spheres (as students, teachers, professionals), and world peace will be incorporated. Emphases will be on alternatives to approaching conflict and the building of peace.

**EPS 300: Technology and Society**

This course focuses on the nature of modern technology and how technological developments have affected human culture and individuals in society. The content concentrates on Electronic media and Energy and their interaction with society. Issues of both local and national interest are included. Students will develop and refine their own ideas and opinions through readings, lectures, discussion, videos, debates and writing assignments.

# EDUCATED PERSPECTIVE SEMINAR EPS 300 COURSE SUBMISSION FORM

**Proposed General Education Block 4--Block 4—Educated Perspective Seminar**

**Date Submitted:** \_\_\_\_\_ **Proposal Number:** \_\_\_\_\_

(Completed by GEC)

**General Information: (click to activate a check box)**

**New Course submitted as EPS topic** –  New Course Title: \_\_\_\_\_  
(Note: NeSIS titles are limited to 30 characters)

**Existing Catalog Course submitted as an EPS topic**–  Existing Course Title: \_\_\_\_\_

**Contact Person** (*Submitting the proposal*):

**School/Department offering course:**

**To be offered:**  Each Semester  Fall only  Spring only  Summer Session(s)

**Anticipated first term to be taught:**

**Reviewers' Signatures:**

_____ <b>Faculty Member</b>	_____ <b>Date</b>	_____ <b>School/Department</b>
_____ <b>Submitting Department's Chair</b>	_____ <b>Date</b>	_____ <b>Submitting Department</b>
<input type="checkbox"/> Recommend	<input type="checkbox"/> Recommend with concerns (attach concerns-rationale)	<input type="checkbox"/> Not recommended (attach rationale)
_____ <b>Submitting School's Dean</b>	_____ <b>Date</b>	_____ <b>Submitting School</b>
<input type="checkbox"/> Recommend	<input type="checkbox"/> Recommend with concerns (attach concerns-rationale)	<input type="checkbox"/> Not recommended (attach rationale)

**Advance to General Education Committee:**

<i>To be completed by General Education Committee:</i>		
<b>First Reading:</b>	<input type="checkbox"/> Approved	<input type="checkbox"/> Conditionally Approved
	<input type="checkbox"/> NOT Approved (reasons attached)	
General Education Chair Initials _____	Date _____	
<b>Second Reading:</b>	<input type="checkbox"/> Approved	<input type="checkbox"/> Conditionally Approved
	<input type="checkbox"/> NOT Approved (reasons attached)	
General Education Chair Initials _____	Date _____	

**Signatures below indicate course approval:**

_____ <b>General Education Chair</b>	_____ <b>Date</b>
_____ <b>Vice President for Academic Affairs</b>	_____ <b>Date</b>

**Directions:** Please complete the matrix for the Block 4—Educated Perspective Seminar on this page.

- ◆ Courses proposed for General Education must meet all learning objectives for that program category. However, each objective may not necessarily receive equal attention.
- ◆ Signatories of this proposal will review the course objectives and assessment process to insure that the course adheres to this requirement.
- ◆ **Online EPS Course Assessment is required by faculty and students. Contact the Office of Assessment for details.**

### Block 4: EDUCATED PERSPECTIVE SEMINAR

*In order for students to conceptualize the integration of disciplines within the liberal arts perspective and to utilize the knowledge and skills emphasized in the General Education program, courses in this category will incorporate knowledge, concepts, and philosophies across various disciplines by examining a topic of interest pertinent to today's citizens. Students from a variety of majors will come together in each course bringing the perspectives advanced in their majors to the discussions and assignments.*

General Education Goal	Learning Objectives	Course Objectives	Activities and/or Project(s)	Assessment Process
<b>Develop expression –</b> Foster communication skills that facilitate effective expression of ideas; (e.g. writing, speaking, reading, listening, and visualizing).	Expand communication skills			
<b>Participate in methods of inquiry -</b> Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.	Develop further competence in investigative processes			
<b>Expand knowledge –</b> Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.	Increase awareness in human understanding by examining topics from a variety of perspectives			
<b>Encourage civic involvement -</b> Develop a sense of civic responsibility and involvement in a diverse society	Enhance awareness of one's role in a civic society			

## **SAMPLE SYLLABUS TEMPLATE:**

### **EDUCATED PERSPECTIVE SEMINAR (EPS) 300**

**TOPIC:** \_\_\_\_\_

**Instructor:**

**EPS Catalog Description** (From the 2008–09 General and Graduate Catalog, p. 83)

EPS 300 Educated Perspective Seminar (3) Prerequisite: Junior Standing, 60 or more hours completed, 30 hours in General Education. The course incorporates knowledge, concepts, and philosophies across various disciplines by examining a topic of interest pertinent to today's citizens. Students from a variety of majors will come together bringing the perspectives advanced in their majors to the discussions and assignments. When no duplication of topic exists, this course may be repeated for additional credit.

#### **General Education Goals (Assessed in all EPS Courses) and EPS Course Objectives**

- **Develop expression** – Foster communication skills that facilitate effective expression of ideas; (e.g. writing, speaking, reading, listening, and visualizing).
  - **Expand communication skills**
- **Participate in methods of inquiry** – Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.
  - **Develop further competence in investigative processes**
- **Expand knowledge** – Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.
  - **Increase awareness in human understanding by examining topics from a variety of perspectives**
- **Encourage civic involvement** – Develop a sense of civic responsibility and involvement in a diverse society.
  - **Enhance awareness of one's role in a civic society**

#### **EPS (*Specific Topic*) 300 Course Description**

#### **EPS 300 Abbreviated Description for General Education Web site**

(See examples at: [http://www.wsc.edu/academic/general\\_education/eps\\_course\\_descriptions/index.php](http://www.wsc.edu/academic/general_education/eps_course_descriptions/index.php))

#### **EPS (*Specific Topic*) 300 Course Learning Objectives**

\*Continue with faculty syllabus items