

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)

<input type="checkbox"/> New Course submitted as EPS topic – <input type="checkbox"/> New Course Title: _____ (Note: NeSIS titles are limited to 30 characters)
<input type="checkbox"/> Existing Catalog Course submitted as an EPS topic – <input type="checkbox"/> Existing Course Title: _____
Contact Person (<i>Submitting the proposal</i>): _____
School/Department offering course: _____
To be offered: <input type="checkbox"/> Each Semester <input type="checkbox"/> Fall only <input type="checkbox"/> Spring only <input type="checkbox"/> Summer Session(s)
Anticipated first term to be taught: _____

Reviewers' Signatures:

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

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

_____ General Education Chair	_____ Date
_____ Vice President for Academic Affairs	_____ Date

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.
- Any changes to existing EPS courses that require changes to the Course Submission Form or to the EPS (Specific Topic) 300 Course Description for the course should be submitted for approval to the General Education Committee in the form of a revised Course Submission Form with the changes highlighted. No other changes to existing EPS courses need be submitted to the General Education Committee, e.g., changes in textbooks.
- Online EPS Course Assessment is required by faculty and students. Contact the Office of Assessment for details.
- Objectives should be written in a language that describes student rather than teacher behaviors. They should be written using action verbs to specify definite, observable behaviors and measureable outcomes.
- Examples are available on the G:drive at G:\wscdocuments_and_forms\Academic_Affairs\General Education\Approved EPS Courses (Submission Forms and Syllabi).

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 written as student outcomes	Activities and/or Project(s)	Assessment Measures
		<p>Student outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences. Written in language that clearly implies a measurable student behavior or quality of student work produced.</p> <p>Ex.: <u>Students will be able to</u></p> <ul style="list-style-type: none"> -Write analytical essays describing elements of performance in a certain genre. -Present research in formal presentation - Synthesize interests, 	<p>Statements that clearly imply what the students will be doing to accomplish the Course Objective.</p> <p>Ex.: <u>The students will</u></p> <ul style="list-style-type: none"> -Write two analytical essays -Perform in a group presentation -Write and present personal action plans -Demonstrate civic awareness through class discussion 	<p><u>Ex.: The following assessment measures will be used:</u></p> <ul style="list-style-type: none"> -Analytical essays -Group presentations -Rubrics -Required writings -Personal Action Plan -Class discussions

		<p>knowledge, and opportunities to Think Globally and Act Locally.</p> <p>-Develop a personal action plan and public awareness campaign toward addressing a specific global health issue.</p>		
<p>Develop expression – Foster communication skills that facilitate effective expression of ideas; (e.g. writing, speaking, reading, listening, and visualizing).</p>	<p>Expand communication skills</p>			
<p>Participate in methods of inquiry - Advance ideas and concepts through applied critical, logical, scientific, and creative thinking skills and processes.</p>	<p>Develop further competence in investigative processes</p>			
<p>Expand knowledge – Enhance awareness, understanding and appreciation of complex issues and diverse perspectives across a broad range of academic disciplines.</p>	<p>Increase awareness in human understanding by examining topics from a variety of perspectives</p> <p>Note: The range of perspectives should include majors/minors of all students.</p>			
<p>Encourage civic involvement - Develop a sense of civic responsibility and involvement in a diverse society</p>	<p>Define one’s role in a civic society and generate an appreciation of the value of civic involvement</p>			

SAMPLE SYLLABUS TEMPLATE:

EDUCATED PERSPECTIVE SEMINAR (EPS) 300 **TOPIC: _____**

Instructor:

EPS Catalog Description (From the 2011–12 General and Graduate Catalog, p. 110)

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)

EPS (*Specific Topic*) 300 Course Learning Objectives

*Continue with faculty syllabus items

General Education Course Submission Form

For EPS 300 – Educated Perspective Seminar

Directions

(Refer to the GE Framework for more information)

General Information:

Courses to be included in the General Education Program (GEP) must have no other course as a prerequisite.

Step 1 - Fill out the following:

List the date that the proposal is submitted.

Is the course an existing WSC course?

Is this a new EPS 300 course?

Include the course title (title will appear on student’s transcripts).

List the person the Gen. Ed. Committee (GEC) should contact with questions about the proposal.

State the school and department offering the course.

State when the course will be offered.

Step 2 - Address the General Learning Objectives:

Complete the Block 4 matrix on page two. For each Gen Ed goal list:

- Course objectives that meet the corresponding learning objectives.
- Activities or projects designed to achieve that objective.
- The assessment process that will measure student’s achievement of the course objectives and Gen Ed goals.
- For examples of assessment processes, refer to the following table.

Examples of Assessment Processes	
<p>Cognitive (content)</p> <p style="padding-left: 20px;">Direct Measures</p> <ul style="list-style-type: none"> Capstone experience Portfolio Standardized test Comprehensive exam and or essay (s) Licensure exam Final project Exhibition /Performance Internships/Student teaching <p style="padding-left: 20px;">Indirect Measures</p> <ul style="list-style-type: none"> Student survey Alumni survey Exit interview Focus groups Job placement (type & rates) ACT scores Graduation rates Retention rates Employer survey 	<p>Behavioral (skills)</p> <p style="padding-left: 20px;">Direct Measures</p> <ul style="list-style-type: none"> Group interaction activities Presentations Problem solving activities Leadership activities Interpersonal activities Critical thinking activities Managerial activities Writing sample/Portfolio <p style="padding-left: 20px;">Indirect Measures</p> <ul style="list-style-type: none"> Student survey Alumni survey Employer survey Exit interview Focus groups <p>Affective (attitudinal)</p> <ul style="list-style-type: none"> Student Survey Alumni survey Employer survey

Step 3 - Attach a syllabus:

If more than one instructor will be teaching the course provide some type of umbrella statement or syllabus.

Step 4 - Reviewer's Signatures:

The person submitting the form must sign and date the form.

The submitter must acquire all required signatures, prior to submission.

The department chair of the person submitting the proposal must sign the form. He/she must, recommend, recommend with concerns, or not recommend the proposal. For any choice other than recommend, a rationale must be attached.

The school dean of the person submitting the proposal must sign the form. He/she must, recommend, recommend with concerns, or not recommend the proposal. For any choice other than recommend, a rationale must be attached.

Once all reviewers have signed the proposal, the submitter is to turn in an electronic copy of all documents of the proposal along with one signed hard copy to his/her department representative on the GEC along with a course syllabus using the sample format. No proposals will be reviewed without all signatures in place.

The department representative forwards an electronic copy of the proposal, the signed, hard copy of the proposal and course syllabus with the General Education Block Description and Learning Objectives, (see sample template) to the GEC Chair.

Proposed EPS 300 courses must meet all learning objectives for block 4.

General Education program assessment is required of all courses in the General Education program and will be coordinated through the Office of Assessment and the GEC.

Step 5 – Forward your proposal to your Department Gen Ed representative.

The General Education Committee will consider each proposal.

A proposal must pass two readings before it can be forwarded to the Vice President for Academic Affairs.

If a proposal is “conditionally approved,” the proposal advances for second reading on the contingency that the submitter makes the recommended changes or revisions before it can pass second reading.

If a proposal is “not approved,” the General Education Committee will attach an explanation of reason(s) why the submission was denied. The submitter must submit a new proposal for first reading.

The contact person for each proposal will be notified when and if the proposal receives final approval.

If a proposal does not pass second reading, the proposal can be revised and resubmitted. However, an entire CSF must be completed again.

For inclusion in the course schedule, all proposals must be approved by the GEC by February 1 for the Fall schedule, October 1 for the Spring schedule, and December 1 for the Summer schedule.

Any changes to existing EPS courses that require changes to the Course Submission Form or to the EPS (Specific Topic) 300 Course Description for the course should be submitted for approval to the General Education Committee in the form of a revised Course Submission Form with the changes highlighted.

No other changes to existing EPS courses need be submitted to the General Education Committee, e.g., changes in textbooks.