

INFUSING ESSENTIAL LEARNING GOALS INTO GENERAL EDUCATION CURRICULUM AT EASTERN ILLINOIS UNIVERSITY (4-6-15 Draft)

CAA members have been working with faculty members in a Summer Symposium, and in the General Education and Learning Goal committees throughout the fall and spring terms to study information and discuss how to best infuse the essential learning goals into the general education curriculum.

CAA hopes to vote on 3 documents at the end of the semester related to this work and is currently sharing this information with committees and councils to gather feedback. The 3 documents include

- 1) The model for infusing the learning goals in the general education curriculum and the criteria for “intensively” targeting the learning goals (See p. 3, number 2)
- 2) The catalog copy description of General Education (See pp. 5-9)
- 3) By-laws for standing subcommittees of CAA including a General Education Committee and Essential Learning Committee (see overview description p. 10; General Education Committee by-laws p. 11-14; Essential Learning Across the Curriculum Committee pp. 15-16)

Why Focus on Learning Goals?

Revising the learning goals and general education will help us:

- Better prepare our students with essential learning outcomes that employers and graduate schools want
- Articulate “value-added” from general education to parents and students
- Intentionally prepare our students with skills to be informed, engaged, ethical citizens
- More effectively meet EIU’s mission
- Have systems in place to intentionally monitor and improve/make adjustments over time (which is expected of accrediting bodies)
- Put EIU in a better position if “voluntary” systems of accountability become mandatory and tied to funding.

For more information about the initiative to study EIU’s learning goals (which started in November 2011) and the 5-year plan to intentionally infuse the learning goals across the curriculum, visit <http://www.eiu.edu/learninggoals>

Overview

EIU’s general education philosophy has evolved with recognition that explicit instruction and practice with essential learning skills are as important as liberal exposure to content in general education courses. Evidence from the American Association of Colleges & Universities’ (AAC&U’s) LEAP (Liberal Education and America’s Promise) Principles of Excellence and 2015 General Education Maps & Markers suggests essential learning proficiencies should be fostered in general education and across the curriculum. In order to prepare 21st learners, higher education institutions should (GEMs pgs. vii, 27):

- 1) Make the Essential Learning Outcomes/Proficiencies a Framework for the Entire Educational Experience;
- 2) Focus Each Student’s Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress;
- 3) Immerse All Students in Analysis, Discovery, Problem Solving, and Communication;
- 4) Teach “Big Questions”—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom that require multiple perspectives to investigate;
- 5) Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems
- 6) Assess Students’ Ability to Apply Learning to Complex Problems and Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement.
- 7) Consider proficiencies and projects to be central to the design of both courses and programs, not afterthoughts to content and credit hours.

AAC&U (GEMs p. v) suggests that the most common approach to general education in the USA falls far short of its intended horizon-expanding purposes. In fact, when general education is organized mainly as a menu of disconnected survey courses and taught in classes that emphasize content delivery over critical inquiry, it is inadequate at developing the essential learning skills and capacities students need and society values.

While EIU's program remains in alignment with the Illinois Articulation Agreement's (IAI) segment expectations and retains a menu-driven approach to general education (see p. **Error! Bookmark not defined.** for IAI information), EIU's general education coursework focuses on explicit instruction and practice for core essential learning proficiencies. Using course content as a vehicle for inquiry, students at EIU learn to ask questions and define problems, evaluate and synthesize important information, craft valid arguments or hypotheses, devise solutions to complex problems, and communicate the implications of decisions to diverse audiences. Students learn to refine their reasoning as they use evidence, ethical principles, and the ability to evaluate information from diverse perspectives to develop and justify their decisions.

Because critical thinking is infused into all General Education courses at EIU, students have multiple opportunities in how to become flexible and integrative critical thinkers as they approach related problems or questions and make connections. Faculty in general education act as guides and models, providing explicit instruction and giving feedback as students explore significant "big picture real-world" problems. Students engage in inquiry-based projects that allow for assessment and feedback about their demonstrated proficiencies. Course activities and assignments provide venues for the application of critical thinking in students' written work, oral communication, quantitative reasoning, and collaborative problem solving—all of which are necessary for EIU graduates' as future citizens and leaders.

This Faculty Handbook is designed to be a resource for faculty and administrators involved in EIU's General Education program.

Executive Summary of Important Information for Planning or Teaching a General Education Course

Information and resources provided in this handbook are related to the three broad areas for any General Education course, 1) Disciplinary Content/Topics, 2) Essential Learning Goals Targeted, and 3) Effective Use of In-Class and Out-of-Class Time to Optimize Learning and Adhere to Federal Credit Hour Guidelines.

1. Disciplinary Content/Topics of the Course

- Consider the purpose of the segment of general education that the course is addressing and the student learning objectives for that segment as described in the catalog (Catalog descriptions begins on p. 4 in handbook)
- Consider Illinois Articulation Initiative guidelines if the course has/needs an IAI tag (See information about IAI beginning on p. **Error! Bookmark not defined.** of handbook.)
- Consider important “real world” questions and applications related to the topic that could be used in instruction and projects in the course
- Consider the scope of content coverage. Surface-level exposure to a smorgasbord of topics does not facilitate long-term learning. Fewer topics that are covered at a deeper level can more easily enable critical thinking, time for in-class modeling and practice, and time for explicit teaching of skills related to the Essential Learning Goals.
- Consider the content in relation to what most students should have learned in high school. Counteract the common complaint by students that they “already had this in high school.” Explain to students how this class is more rigorous and integrates critical thinking and other learning goals with content to build proficiencies.

2. Essential Learning Goals Targeted in General Education Courses

- All General Education courses should target Critical Thinking.
- Foundation Courses target critical thinking and their skill focus
 - ENG 1001 and 1002: Critical Thinking and Writing & Critical Reading
 - CMN 1310: Critical Thinking and Speaking & Listening
 - MTH Gen Ed: Critical Thinking and Quantitative Reasoning
- Senior Seminars target all 5 learning goals
- Courses in the other three General Education Segments focus on: 1. Critical thinking, 2. A **specific learning goal associated with their segment**, and 3: A **third learning goal chosen by the department** as most appropriate for the course:
 - Communication in the Arts & Humanities (Writing & Critical Reading, Speaking & Listening or both)
 - Quantitative Reasoning in the Natural Sciences
 - Citizenship in the Social & Behavioral Sciences (with Civics, Diversity, or Ethics focus)

(Courses with intensive instruction in the essential learning goal areas are noted with a letter denoting the goal: CT= Critical Thinking intensive, WCR = Writing & Critical readingintensive, SL= Speaking & Listening intensive, Q = Quantitative Reasoning intensive; C-D, C-E, or C-C = Citizenship Intensive with a Diversity, Ethics, or Civics focus.)

What does it mean to intensively target an essential learning goal in GE courses?

Please utilize resources in this handbook for Intensive Course Characteristics for each learning goal (pgs. Error! Bookmark not defined.-Error! Bookmark not defined.). Consultation is available from Essential Learning Committee members and additional resources are available at eiu.edu/learninggoals.

- The Syllabus/Course Proposal should have Course Learning Objectives to develop specific proficiencies in the learning goal
- The Syllabus/Course Proposal should describe projects/assignments related to each essential learning goal adopted intensively that clearly demonstrate the students’ proficiencies related to the goals. There should be at least one formal assignment that incorporates critical inquiry (e.g. using credible evidence and critical thinking to develop an argument, solve a problem, test a hypothesis). Explicit instruction and practice activities for developing skills needed to complete course projects and assignments should be evident.

- The Syllabus/Course Proposal's Weekly Topical outline should include time dedicated to explicit instruction to develop proficiencies in the learning goal (e.g. elements of good writing, ethical decision-making models, demonstration with rationale/explanation provided by the instructor)
- The Syllabus/Course Proposal's Weekly Topical outline should include class time for practice activities to build proficiency in the learning goal (e.g. recognize weaknesses in flawed examples/explain strengths in good examples, focus on individual components of the learning goal in a scaffolded practice to build skills, etc.)
- Feedback related to the Learning Goal skill should be given so that the feedback can be used either in revision of the assignment or in subsequent assignments/courses and in the students' reflection on learning.

Note: Research on learning supports the conclusion that novice to intermediate learners benefit from direct, strong instructional guidance, while advanced learners may benefit from more autonomy and opportunities for exploration (Kyllonen and Lajoie, 2003; Cronbach and Snow, 1977; Klahr & Nigam, 2004). Indeed, one meta-analysis showed that novice students who were given tasks with insufficient guidance, instruction, and feedback, showed not only lack of learning gains but actual learning losses (Clark, 1990).

3. Consider How to Most Effectively Use In-Class and Out-of-Class Time to Facilitate Learning and Adhere to Federal Credit Hour Policy

EIU's credit hour policy, which complies with Federal Credit Hour policy, is in Internal Governing Policy 46.1 (http://castle.eiu.edu/auditing/046_1.php) and also included in this handbook (beginning on p. **Error! Bookmark not defined.**). The policy describes that total coursework time (in-class and out-of-class) for 1 semester hour of credit is minimally 37.5 hours. The policy describes how this would typically be demonstrated in traditional courses, on-line courses, lab courses, etc. For a 3-hour traditional course in a 16-week semester, students should minimally do 5 hours of coursework outside of class meetings to earn credit. This equates to minimally 75 hours over the course of the semester. In a four-week traditional summer course, students need to minimally spend 19 hours per week outside of class meetings on coursework for a 3 s.h. course. In a 3 s.h. 4-week summer on-line course with no face-to-face meeting time, students should minimally spend 28 hours per week on coursework.

There are many effective traditional and technology-related methods faculty can choose for structuring in-class and out-of-class instruction and coursework to facilitate student learning. Numerous sources, including AAC&U's GEMs, suggest digital technology can be effective in encouraging students to spend time outside of class on coursework and come to class prepared to use that information (e.g. take quizzes over material such as course readings, recorded lectures, case previews, or other homework). Therefore faculty are able to spend more class time clarifying information, mentoring students on higher-level activities such as practice with case-based problems, and teaching students how to develop and use evidence in forming conclusions. These sources also suggest digital technology can be used for in-class or out-of-class work to involve students with virtual communities, to develop more sophisticated practice and projects, and to expand students' engagement with and learning from people whose experiences are different from their own.

Updating and Review/Renewal Schedule

- The target is to have General Education courses updated to meet the proposed model over the next 3 years. Target date for completion of Foundation courses is Spring 2016, Natural Science courses Fall 2016, Humanities & Fine Arts Spring 2017, Social Behavioral Sciences Fall 2017, and Seminars Spring 2018.
- An ongoing 5-year cycle of review for General Education courses and the General Education program as a whole would then be initiated beginning 2020.

The General Education Program Description in the Catalog (Draft)

FOSTERING ESSENTIAL LEARNING ACROSS THE GENERAL EDUCATION CURRICULUM

General Education at Eastern Illinois University offers students an intellectual foundation for their academic, professional, and personal lives. The General Education program is aligned with the University's mission to help students "refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders." General Education refers to the part of the university's education common to all students. It is typically grounded in the humanities, natural sciences, social sciences and arts, and provides a platform for fostering proficiencies that span all fields of study while probing contemporary problems and enduring questions. By facilitating students' exploration of questions across multiple fields of study, general education builds integrative knowledge while also engaging students in issues encountered by citizens in a democracy. By fostering thoughtful learning and reflection, Eastern Illinois University seeks to instill the value of intellectual curiosity and lifelong learning in its students.

Core intellectual skills embodied in EIU learning goals—critical thinking, writing & critical reading, speaking & listening, quantitative reasoning, and various aspects of responsible citizenship (ethical reasoning, considering diverse perspectives, and civic implications)—are practiced and integrated continuously across general education. Foundational courses focus on critical thinking and core writing, speaking or quantitative skills. Students are advised to take these courses during the first year of study. Courses in the other segments of general education focus intensively on a particular learning goal in addition to their topic content (e.g. quantitative reasoning in the sciences, communication in the arts & humanities, citizenship in the social & behavioral sciences) and also give focused attention to critical thinking and at least one other learning goal. Courses that intensively target a specific university learning goal have learning objectives and graded assignments tied to the learning goal; they also provide explicit instruction, practice, and feedback related to the development of that skill. The required senior seminar (or study abroad capstone) targets all five learning goals.

Courses with intensive instruction in the essential learning goal areas are noted with a letter denoting the goal: CT= Critical Thinking intensive, WCR = Writing & Critical Reading intensive, SL= Speaking & Listening intensive, Q = Quantitative Reasoning intensive; C-D, C-E, or C-C = Citizenship Intensive with a Diversity, Ethics, or Civics focus.

CRITICAL THINKING INFUSION IN ALL GENERAL EDUCATION COURSES

All of EIU's general education courses are charged with helping students develop their critical thinking skills. In a complex world, comprehension of a set of required knowledge is not sufficient preparation for student success at EIU and beyond. Educational excellence in EIU's general education curriculum lies in fostering habits of mind that enable students to find, evaluate, integrate, and apply information; reach informed judgments; and transfer their critical thinking skills to other tasks they encounter throughout their lives.

Areas of focus for critical thinking include a.) questioning assumptions and defining problems; b.) analyzing problems and solutions from diverse perspectives; b.) gathering, critiquing, and synthesizing important evidence; c.) using information to create new insights, valid arguments, and optimal solutions to problems; and d.) explaining the implications of arguments, decisions, or methods for implementation of solutions from alternative perspectives. Students are expected to use logic, reasoning, evidence, and ethical principles to justify and defend their positions.

While studying myriad topics in General Education, students develop analytic strategies and produce work that represents integration of knowledge, skills, evidence-based reasoning, and personal or social responsibility. Every general education course will include at least one critical inquiry assignment that requires students to answer an important "real-world" question, test a hypothesis, build an argument, or solve a problem by gathering, interpreting, and evaluating evidence to draw conclusions. To facilitate integrative learning and transfer of knowledge and skills, students are also asked to reflect critically on their learning in each course and consider how it relates to other learning and experiences.

FOUNDATIONAL COURSES

Three communication courses in General Education provide a foundation for critical thinking with a focus on the interrelated components of effective communication involved in speaking, listening, writing, and critical reading. Students learn how to use information literacy skills to collect, analyze, synthesize, and ethically incorporate source material; identify and critique weak sources of information or weak arguments; build an argument or defend a hypothesis or claim; adapt oral or written communications based on their purpose and audience; and employ organizational strategies and language effectively.

Topics of writing projects or oral presentations assigned in these courses might also incorporate aspects of responsible citizenship such as ethical reasoning, discussion of issues from diverse perspectives, or investigation of civic problems. Students may also be required to comprehend and produce graphic material that represents numeric information.

English 1001G and 1002G (and their honors equivalents, 1091G and 1092G) are writing-centered courses. In these courses students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words) of finished prose produced through multiple papers.

Communications 1310G (or its honors equivalent 1390G) focuses on oral communication and includes instruction in techniques of listening and informative, persuasive, and reactive speaking. The minimum speaking requirement is 3 substantive individual speeches greater than 5 minutes each. The quality of students' speaking skills is the principle determinant of the course grade.

In General Education Written and Oral Communication Courses students will:

- Comprehend, analyze, and critique a variety of texts and information delivered orally, including quantitative information (numbers and graphs);
- Collect and employ source materials ethically and evaluate their strengths and limitations;
- Craft cogent and defensible analyses, evaluations, and arguments about problems, ideas, and issues;
- Evaluate evidence, issues, ideas, and problems from multiple perspectives;
- Adapt written or oral communication to audience, purpose, and profession;
- Communicate in a well-organized, focused, and cohesive manner using appropriate language skills.

A math course in General Education provides the foundation for quantitative reasoning. Courses that fulfill the general education mathematics requirement emphasize the development of the student's capacity for mathematical reasoning and problem solving in settings the college graduate may encounter. General education mathematics courses prepare students for the different and surprising ways they may encounter mathematics in the real world such as understanding different voting systems to functional design, from optimization to interpreting statistics. Every college graduate should be able to apply basic mathematical methods to the solution of real-world problems.

In General Education Math Courses students will:

- Represent mathematical information symbolically, visually, numerically, and verbally;
- Use arithmetic, algebraic, geometric, or statistical methods to solve problems;
- Present accurate calculations and symbolic operations and explain their functional use;
- Estimate and check answers to mathematical problems in order to determine reasonableness;
- Identify alternative answers to quantitative problems and select optimal results;
- Recognize the limitations of mathematical and statistical models;
- Construct valid mathematical arguments with sound reasoning.

QUANTITATIVE REASONING IN THE NATURAL SCIENCES

In physical and biological science courses, students develop an understanding of the scientific method and quantitative concepts used in the sciences. They use critical thinking skills to analyze methods of describing, predicting, understanding, and explaining physical and biological phenomena. In the science laboratory experience, students a.) formulate or evaluate questions (hypotheses), b.) plan and conduct experiments (test hypotheses), c.) make systematic observations and measurements, d.) analyze and interpret data, e.) draw conclusions, and f.) communicate the results orally and/or in writing including representation of quantitative information.

Students learn to define a problem or key debate in science and interpret the importance of this issue for society. They consider evidence that may conflict on that scientific topic, critique the information, and draw defensible conclusions. They become critical consumers of scientific claims in popular texts and the media by evaluating the rigor of investigations and appropriateness of generalizations made about scientific studies.

In General Education Science courses students will:

- Understand and apply basic concepts in the field of science being studied;
- Describe the scientific method and how existing knowledge or practice is advanced, tested, and revised in the field of study;
- Interpret and critique quantitative information about science, such as measures of central tendency and variability; the difference between correlation and causation; the difference between randomized experiments and observational studies; the role of sample size in statistical significance; and the difference between statistical significance and practical importance;
- Critically evaluate scientific evidence that may have conflicting findings (in terms of rigor of methods, caution in making generalizations) and draw defensible conclusions;
- Anticipate possible positive or negative implications from the outcomes of scientific studies applied to real world problems;
- Recognize the role of science in society and identify potential sources of bias and influence that can affect scientific research and the use and reporting of scientific information.

COMMUNICATION IN THE ARTS AND HUMANITIES

Courses in arts and humanities focus on critical thinking as well as oral and written communication skills. Because critical thinking, research, and reflection are necessary to the study of the arts and humanities, both receptive (critical reading and listening) and expressive (writing and speaking) aspects of communication are significant components of arts and humanities courses.

The basis of instruction in these disciplines is primarily the interpretation and critical analysis of written and visual artifacts. Courses in the humanities provide sources and methods for reflection upon the human experience in its rhetorical, historical, literary, philosophical, and religious dimensions. Humanities courses provide students with the foundations and methods necessary for a critical understanding of languages, cultures, and traditions while also exposing students to diverse perspectives.

Courses in the fine arts provide students with a basis for understanding and evaluating musical, theatrical, and visual works in terms of production and reception. Students learn to apply historical, philosophical, aesthetic, and critical concepts to specific works and genres. Fine arts courses provide students with the foundations and methods necessary for a critical appreciation of various artistic and aesthetic traditions, as well as the evaluation of specific works.

In General Education Arts and Humanities courses students will:

- Understand and apply basic concepts from the art or humanities field being studied;
- Evaluate differing points of view on the same historical event, text, or creative production (rhetorical, literary, musical, theatrical, artistic) by assessing the authors' claims, reasoning, and evidence;

- Analyze the texts they read on multiple levels and recognize and synthesize connections among texts;
- Analyze the artistic productions they are exposed to on multiple levels and recognize and synthesize connections among multiple artistic, musical, or theatrical compositions;
- Identify, categorize, evaluate and cite information resources as they engage in projects, papers, or oral presentations;
- Integrate information from diverse sources, both primary and secondary, to form a coherent interpretation of an idea or event, noting discrepancies among sources;
- Explore in depth at least one significant topic in the field through extensive reading, peer discussion, and the use and citation (in written or oral format) of research materials;
- Use organization, language, and information adapted to task and audience in oral and written communication.

CITIZENSHIP IN THE SOCIAL AND BEHAVIORAL SCIENCES

In Social and Behavioral Science courses, students use critical thinking skills to develop insights into human behavior and discuss institutional forces that influence society. Students learn to analyze the past, develop insight into contemporary social life, and understand the impact of individual and social actions. Students learn to define problems or key debates in the social science field and interpret their importance for society. They read information that may have conflicting viewpoints or findings, critique the information, and draw conclusions that can be defended.

Social and Behavioral Sciences courses develop skills essential to be a good citizen by encouraging students to consider diverse perspectives, apply ethical decision making, and appreciate the importance of civic engagement.

Diversity courses focus on students' capacity for viewing issues or problems from multiple perspectives. Rather than viewing the world through a single-focus lens, students learn to consider multiple viewpoints when discussing issues. Courses help students move outside their comfort zone and encourage engagement about topics such as class, culture, disability, ethnicity, gender, race, and sexual orientation. By developing a deeper knowledge of the factors that create difference, students can better understand, respect, and interact with different people and viewpoints, vital skills for responsible citizens.

Ethical reasoning courses focus on ethical principles and codes of conduct used for making decisions and taking action. Students assess their own ethical values and the social context of problems; analyze how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Ethical reasoning within various cultures, professions, economic behavior, civic settings, or social relationships may be discussed. Analytic reasoning, the use of information resources, communication, and diverse perspectives are brought to bear in the ethical decision-making process to reduce tensions, conflicts, disparities, and potential harm.

Civic engagement courses focus on a core overarching goal of higher education to produce responsible citizens armed with the knowledge, skills, and desire to work for the public good at a local, state, national, or global level. Courses challenge students to identify, analyze, and evaluate the ways in which political institutions and processes are interrelated: for example, how government institutions, economic factors, public opinion, the media, and party politics interrelate during the decision making process at the national, state, or local level. Students learn to participate in constructive deliberation (critiquing and building arguments) about issues, challenges, or solutions.

In General Education Social and Behavioral Science courses students will:

- Understand and apply concepts in the field of Social and Behavioral Science being studied;
- Discuss modes of inquiry used in the Social Sciences and how existing knowledge or practice is advanced, tested and revised in the field of study;
- Describe insights into individual behavior, the diversity of human motivations, and institutional forces that influence social behavior;

- Analyze social, political, cultural, historical, and economic institutions and relationships that both link and separate societies throughout the world;
- Evaluate information from the field of study that may have conflicting viewpoints or findings, critique the information, and draw conclusions that can be defended;
- Explore and evaluate competing perspectives on issues and present a reasoned analysis of the issue that demonstrates consideration of those competing views;
- Describe the ethical issues present in prominent problems (e.g. in politics, economics, health care) and apply ethical principles or frameworks that could inform decision making with respect to such problems;
- Apply ethical reasoning to cases in the field of study with evidence-based justification of the best decision and evaluation of consequences of alternative decisions;
- Identify a significant civic challenge (e.g. economic, political, environmental, or public health), present relevant evidence pertaining to that challenge, and give rationale for a position and course of action for the challenge.

SENIOR SEMINAR OR STUDY ABROAD CAPSTONE

The General Education Seminar at Eastern Illinois University is a cross-disciplinary capstone experience that provides students with an opportunity to apply concepts and use skills developed in all five university learning goal areas (critical thinking, writing & critical reading, speaking & listening, quantitative reasoning, and responsible citizenship). Topics of major importance (e.g. the Holocaust, Social Movements, Women in Science, Technology, Controversies in Education, Sociobiology, etc.) are explored as students read, analyze, discuss, and write about them while students learn to approach issues related to the topic with a focus on relevant aspects of responsible citizenship. The seminar gives students experience synthesizing, analyzing, and refining ideas/concepts using a variety of methods and from a variety of perspectives while practicing oral and written communication.

The Study Abroad Capstone is taken after a study abroad experience and facilitates students' ability to think critically about their global education experiences. Students discuss their cultural experiences abroad and reflect on how the study abroad experience impacted their knowledge, skills, and attitudes. Students synthesize information about their individualized experience through readings, assignments, and a substantive writing sample, an individualized project, and a presentation.

In General Education Seminar or Study Abroad Capstone courses students will:

- Obtain information on the course topic from a variety of sources, some including quantitative data;
- Evaluate and synthesize information from diverse sources;
- Conduct a rational dialogue with others on topics generated by course materials and outside research;
- Express in written and oral forms their synthesis of a topic and a reasoned defense of conclusions reflecting their synthesis;
- Reflect on links between their formal course work and contemporary problems/events;
- Discuss diverse viewpoints on problems/situations;
- Analyze their own views in light of readings and discussions in order to make informed, responsible, and ethical civic and personal decisions.

SEMESTER HOUR REQUIREMENTS IN GENERAL EDUCATION

Foundational Courses (Writing-6, Speaking-3, Math-3)	12 hours
Quantitative Reasoning in Natural Sciences	7 hours
Citizenship in Social and Behavioral Sciences	9 hours
Communication in Humanities and Fine Arts	9 hours
Senior Seminar or Study Abroad Capstone	3 hours
TOTAL	40 hours

EXECUTIVE SUMMARY REGARDING CHANGES TO CAA STRUCTURE TO INCLUDE STANDING GENERAL EDUCATION COMMITTEE AND STANDING ESSENTIAL LEARNING ACROSS THE CURRICULUM COMMITTEE

Why do we need a standing General Education Committee?

EIU is the only long-standing Illinois comprehensive public university without a general education committee. The Higher Learning Commission (HLC) values institutionalized review and assessment of general education and feedback from the reaffirmation of accreditation suggested EIU focus on this.

What will the General Education Committee do?

The committee's function would include reviewing new general education courses, partnering with CASL for assessment of General Education, and reviewing/recertifying general education courses on an on-going five-year cycle.

Who will be on the General Education Committee?

Voting members of the proposed General Education Committee with 3-year terms include tenured/tenure-track faculty representing the following areas:

College Representatives	Learning Goal Representatives	CAA Representatives
1 A&H	1 Critical Thinking	2 members
1 COS	1 Writing and Critical Reading	
1 LCBAS	1 Speaking and Listening	
1 CEPS	1 Responsible Citizenship	
	1 Quantitative Reasoning	

Additional members will be included with one-year terms related to the aspect of General Education being reviewed in the cycle that year.

Why do we need a standing Essential Learning Across the Curriculum Committee and what will it do?

The mission of the Essential Learning Across the Curriculum Committee (ELC) is to facilitate essential student learning proficiencies in domains related to the university's undergraduate learning goals. The primary function of the Essential Learning Committee is to provide resources and support to faculty to increase intentional effective instructional practices related to the university's learning goals. Members of the ELC serve on the General Education Curriculum Committee, the Committee for the Assessment of Student Learning, and a Faculty Development subcommittee. As such, ELC members play an important role in assessment, curriculum and providing the tools for successful pedagogy related to the university learning goals.

Who will be on the Essential Learning Across the Curriculum Committee?

The ELC has a subcommittee dedicated to each undergraduate university learning goal (Critical Thinking, Writing/Critical Reading, Speaking/Listening, Quantitative Reasoning, and Responsible Citizenship).

The optimal size for each learning goal subcommittee of the ELC is approximately 5 to 8 members. Tenure-track or annually contracted faculty as well as staff or administrators with an interest in teaching and learning of the university learning goals are eligible to serve on the committee. Ideally, members of the faculty with specific areas of expertise would choose to participate on the ELC and share their expertise with their fellow faculty (e.g. the director of composition, the director of the speech communications course, etc). Efforts should be made to have representatives with experience in various delivery formats (e.g. on-line and face-to-face) and from different colleges serving on ELC subcommittees when possible.

EIU's Proposal for Standing General Education Committee (Draft)

The General Education Committee will be a Standing Committee for the Council for Academic Affairs.

By-Laws

1. The 11 voting members of the Committee shall be as follows: a representative from each College (4), a representative from each of the Essential Learning Goal committees (Writing, Speaking, Critical Thinking, Citizenship, and Quantitative Reasoning, 5), and CAA representatives (2). The regular voting council members will serve three-year, overlapping terms. The Provost (or his/her delegated representative) and EIU's Illinois Articulation Initiative (IAI) General Education Panel representatives shall serve as ex-officio members of the committee.

See item 11b for additional members who serve 1 year terms to assist with the on-going review cycle but not other functions of the committee.

Eligibility for membership will be limited to tenured/tenure track faculty members in at least their third year of employment at the university.

2. The method of selection of the Members of the Committee shall be as follows:

a. During the Spring term new appointments will be made as needed for the following academic year.

College representatives will be selected by the college curriculum committee. In February, CAA will notify the dean of the college of an opening on the committee in the upcoming year. The department chairs and the college curriculum committee members will be asked to solicit volunteers. If more than one eligible faculty member volunteers, then the college curriculum committee votes to determine who will serve as their college representative on the General Education Committee.

In February, CAA will notify the chair of the Essential Learning Committee of any openings in Learning Goal representation in the upcoming year. The Learning Goal (LG) representatives will be selected by their LG subcommittee (to serve a 3-year term after completing at least 1 year on the Learning Goal Committee). If more than one member of the LG subcommittee volunteers, the chair of the Essential Learning Committee will designate the representative.

CAA will select their representatives from members of CAA. If more than two members volunteer from CAA, then CAA will vote to select their representatives. The term for the CAA representative may be less than 3 years on the General Education committee if his/her term completes and he/she is no longer a CAA member.

The IAI segment representatives will retain their ex-officio position on the General Education Committee as long as they serve as the IAI representative.

b. The candidates shall be presented for confirmation by CAA at their April meetings.

c. Vacancies created in the middle of a term by resignation or inability to serve shall be filled according to the procedure in 2a within one month of the resignation.

d. If a member of the Council is to be absent from the campus for one school term or more, his/her place shall be filled by an alternate for the length of his/her absence.

3. The method of selection of the Chair of the Committee shall be as follows:

a. During the Spring term, a members of the General Education Committee will select a Chair for the GEC with at least one year experience on the committee.

b. This selection shall be presented for confirmation by the CAA at the same time as the slate of proposed new members of the General Education Committee.

4. The responsibilities of the Chair shall be as follows:

a. To call meetings of the Committee (or in the Chair's absence the meeting may be called by his/her designee) for the timely consideration of such matters as shall have been submitted to it

b. To enact the Committee's oversight (see below) of the General Education Program

5. The Provost shall provide non-voting personnel to serve as secretary and to record, maintain, and distribute the minutes of the Council and to otherwise assist with the business of the Council.

6. The General Education Committee shall meet at the call of its Chairperson. A quorum of the Committee shall be six (6) voting members, including the Chairperson.

7. The General Education Committee bears the primary responsibility for maintaining and developing the General Education Program at Eastern Illinois University. Its responsibilities include the following:

a. To review proposals for additions, terminations, and modification of all general education courses and requirements.

b. To place any General Education course or requirements that the General Education Committee deems deficient in satisfying the goals established for the relevant General Education components on probationary status for one year. The course can be offered during the probationary year. If the department or unit is unable to make satisfactory amendments to the course, the General Education Committee, in consultation with the Provost, will recommend to CAA that the course be removed from the General Education Program.

8. All decisions of the General Education Committee are subject to review and approval by CAA and ultimately the President.

9. Procedures of the General Education Committee shall be as follows:

a. All proposals for the addition of general education courses shall be circulated to members one week prior to the meeting at which it is considered.

b. Representatives of the proposing Department(s), College or School(s) shall be invited to meet with the General Education Committee during the discussion portion of deliberations relating to their proposal and respond to proposed modifications.

c. Except in matters which can be settled by common consent, the General Education Committee shall record all its votes either by electronic ballot or by roll call ballot. The only votes that may be cast are yes, no, and abstain.

d. All actions taken by the Council require a majority vote. A majority vote means more than half of the votes cast based on attendance (excluding abstentions).

10. Requests to propose, modify, or delete general education courses shall be routed in the following sequence:

- a. Originated by the individual faculty members who desire to teach the course (or by departments in cases where the General Education Committee has requested the course);
- b. Approved by the Curriculum Committee(s) of the Department(s) or School involved;
- c. Approved by the Curriculum Committee(s) of the College; and Honor's Council when applicable;
- d. Routed to the Office of the Provost and directed to the General Education Committee; and reviewed and approved by the General Education Committee, as appropriate;
- e. Reviewed and approved by the CAA; recommendation to President of EIU.

11. The General Education Committee shall have responsibility for the continuing review of the General Education program. Responsibilities include:

- a. Conducting a continuous review of the General Education program beginning in 2020. The review shall be done annually in such a way that it is completed at the end of five years, when the review process shall begin again.
- b. Reviewing, in a manner determined by CAA, the General Education program on an annual basis, with "Foundations" and Natural Sciences (Physical and Biological Science) courses to be reviewed in the first year, Humanities and Fine Arts courses in the second year, Social and Behavioral Science courses in the third year, and Seminar courses in the fourth year. The fifth year in the cycle shall be devoted to reviewing the entire program from a holistic and comprehensive perspective.

Each year, the Committee may be augmented with additional members as needed to help with the review. These members shall be eligible to vote on Committee decisions related to the review and will serve one-year terms. They may succeed themselves, but would not typically hold more than three consecutive terms.

Additional members who are invited to serve 1-year terms for the segment review in years 1 through 4 of each review cycle include 1 member from Honor's Council, 1 additional Critical Thinking Learning Goal representative, 1 additional Learning Goal representative based on the learning goal associated with the segment (e.g. citizenship in the social and behavioral sciences), and 2-3 representatives from the segment. Segment reps are recruited/selected through the college(s) in a manner similar to the college representatives described in 2a. Honor's Council selects its representative. Additional Learning Goal representatives are selected in the manner described in 2a.

All members of CAA and the standing General Education committee will participate in the holistic/comprehensive review of the General Education Program in the 5th year of each review cycle. A representative from Faculty Senate, members of CASL, and representatives who served 1-year terms in the most recent 4-year review cycle would also be invited to participate.

c. Placing all courses that are not re-approved in the General Education Committee's annual review on probationary status. Departments will have one year to address satisfactorily the Committee's concerns; otherwise, such courses may be recommended to be removed from the lists of courses approved for General Education credit.

d. Preparing materials in support of any special reviews that CAA, CASL, or the Provost shall undertake.

12. The rules contained in the current edition of *Robert's Rules of Order* shall govern the Committee in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Committee may adopt.

EIU's Proposal for a Standing Essential Learning Committee (Draft)

The Essential Learning Committee will be a Standing Committee for the Council for Academic Affairs.

By-Laws

1. Mission

The mission of the Essential Learning Committee (ELC) is to facilitate essential student learning proficiencies in domains related to the university's undergraduate learning goals. The primary function of the Essential Learning Committee is to provide resources and support to faculty to increase intentional effective instructional practices of the university's learning goals. Members of the ELC serve on the General Education Curriculum Committee, the Committee for the Assessment of Student Learning, and a Faculty Development subcommittee. As such, ELC members play an important role in assessment, curriculum and providing the tools for successful learning goals pedagogy.

2. Membership Structure and Recruitment

During the Spring term, a members of the ELC will select a Chair for the ELC with at least one year experience on the committee. This selection shall be presented for confirmation by the CAA in April for the next academic year.

The ELC has a subcommittee dedicated to each undergraduate university learning goal (Critical Thinking, Writing/Critical Reading, Speaking/Listening, Quantitative Reasoning, and Responsible Citizenship). Each subcommittee has a Learning Goal Leader who is designated as such by the subcommittee and confirmed by CAA.

The optimal size for each learning goal subcommittee of the ELC is approximately 5 to 8 members. Tenure-track or annually contracted faculty as well as staff or administrators with an interest in teaching and learning of the skills and dispositions embodied in the university learning goals are eligible to serve on the committee. Ideally, members of the faculty with specific areas of expertise (e.g. the director of composition, the director of the speech communications course, etc.) would choose to participate on the ELC and share that expertise with fellow faculty. The announcement of ELC subcommittees in need of more members can be relayed to the Faculty Senate nominations committee to solicit names of volunteers in February and the announcement could also be forwarded to college curriculum committees and chairs to share with their faculty. Efforts should be made to have representatives from different colleges serving on ELC subcommittees when possible.

The chair of the ELC is responsible to call meetings of the ELC. Learning goal leaders may call additional meetings of their subcommittees.

Each learning goal subcommittee selects a representative to serve on the General Education Committee, the Committee for the Assessment of Student Learning, and the Faculty Development Learning Goal Subcommittee. Representatives from the learning goal subcommittee who serve on CASL or the General Education Committee must be tenure/tenure-track faculty members in at least their third year of employment at the university and who have served on the ELC for at least one year.

3. Procedures and Goals

- The ELC chair is responsible for overall upkeep and organization of the learning goals website. The chair may ask for assistance of other members in this regard or enlist other university support. Learning goal leaders and members should make suggestions for resources to be added, deleted or updated pertaining to their learning goal.
- The chair of the ELC is responsible for coordinating with the Director of Faculty Development about what information is available/presented to new faculty at new faculty orientation about the university learning goals
- The ELC chair is responsible for developing a yearly report to CAA summarizing the committee's work
- The ELC will present workshops coordinated with Faculty Development with a tentative goal of 1 regular repeated workshop for new faculty, 1 new/focused workshop or Let's Talk Teaching (some workshops might be coordinated with multiple goals or some might focus on a single goal)
- ELC subcommittee members will consult with faculty/departments who are working to infuse successful instruction of the university learning goals into General Education or Major coursework,
- ELC subcommittee members will support faculty in developing learning objectives, instructional techniques, practice activities, assignments, and assessment and feedback techniques for Learning Goal Intensive courses
- The ELC and, more specifically, the writing subcommittee, will partner with WAC¹ on learning goal efforts related to writing
- ELC members will discuss effective instructional practices that can be used to facilitate success in more than one learning goal such as the use of digital tools, backwards design, problem-based learning, and meeting the needs of diverse learners
- The ELC will assist with faculty development, assessment, and curricular matters related to the university's undergraduate learning goals
- ELC subcommittee members will be aware of student resources and services for the learning goals
- The ELC subcommittees will utilize information gained from ELC members' participation on CASL, the General Education Committee, and discussions with Faculty Development, so the ELC continually monitors the needs of faculty and students and provides appropriate resources and support to faculty for instruction

¹WAC will continue to exist as an independent committee but will work with the writing & critical reading learning goal subcommittee