

General Education Course Evaluation Review Criteria

Each General Education Course must fulfill the following requirements:

- A. The course teaches underlying principles, basic methodology, and fundamental concepts.
- B. The course provides a broad overview and is accessible to all interested students.
- C. The course must be 300-level or lower and generally require no 'same discipline' prerequisites, except for sequences and basic, college-level writing and math skills (defined at EOU as 100 level courses). The first 2 years of a modern language count as a sequence.

Each General Education course must address the following program objective learning outcome:

1. Learn and use the vocabulary, content, and conceptual knowledge in a variety of disciplines. (CONTENT KNOWLEDGE)

A general education course introduces students to the broad strokes of accumulated knowledge in a specific discipline through its key vocabulary, content, and concepts. A general education course contextualizes the discipline historically, culturally, and socially.

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

2. Employ approaches to inquiry from a variety of disciplines. (INQUIRY)

A general education course introduces students to the heuristic of the discipline, its ways of knowing and processing the world, its forms of inquiry and ways of solving problems

3. Read, write, and communicate taking into consideration purpose, audience, and occasion. (COMMUNICATION)

A general education course assists students in learning the reading, writing, and general communicative skills required by the discipline, often guiding students through the processes of reflection, response, and revision to enhance effectiveness.

4. Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion. (CRITICAL THINKING)

A general education course requires students to develop the habits of mind within a discipline, considering the different purposes and audience for the work within the course, and reveals to students the connections the discipline has with other disciplines.

5. Engage in further learning and be of service to society. (FURTHER LEARNING AND CIVIC ENGAGEMENT)

A general education course encourages students to see opportunities for further reflection, lifelong learning, and service to society in ways that allow them to apply the skills and knowledge of the course in settings outside the university classroom.

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

**6. Natural, Mathematical, and Computer Information Sciences (SMI):
The use of scientific, mathematical, or computer information
systems for problem solving.**

- A. The course surveys a major discipline in science, math or computer information.
- B. The course provides instruction in computer information, laboratory and/or field scientific methods.
- C. The course teaches concepts and applications for accurate observation, data analysis and/or evaluation appropriate to the field of study.
- D. This course instructs students on how to integrate observed or computed data with fundamental concepts in order to draw scientifically valid conclusions.
- E. The course includes instruction on effective presentation of observed results in oral and/or written form appropriate to the field of study.

**7. Aesthetics and Humanities (AEH): An appreciation for aesthetic
expressions of humanity and the ability to analyze texts.**

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

8. Artistic Process and Creation (APC): The ability to employ creative processes, and display a conceptual understanding of their function.

- A. The course surveys a major discipline in art and/or art creation.
- B. The course includes assignments that require appropriate planning and allow for demonstration of technique.
- C. The course encourages use of terminology appropriate for the discipline.
- D. The course requires students to link form and personal expression.
- E. The course requires exhibition of knowledge and/or practice through performance, presentation, or project.

9. Social Sciences (SSC): Reflective knowledge and analytical judgments about the self, other cultures, and human behavior.

- A. The course surveys a major discipline in the social sciences.
- B. The course provides instruction in methods for and evaluation of identification, evaluation and synthesis of primary and secondary information sources appropriate for research topic in subject discipline.
- C. The course requires assessment and critical evaluation of social, economic and/or political institutions.
- D. The course requires students to make compelling and reasoned arguments based upon appropriate evidence in written and/or oral format specific to the discipline.

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

GATEWAY (GTW):

Gateway courses provide students with beginning theory and academic content, as well as the opportunity to enhance their academic and/or life skills. A Gateway course must satisfy #1 and at least 1 from #2-5 above. A Gateway course must be a lower division.

General Education Course Evaluation Form

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

How does this course satisfy the general requirements for GEC?

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

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

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