

New General Education Courses:

- To present a new General Education course to the General Education Committee, you need to complete a New Course Proposal - General Education form available in the [Curriculum Handbook](#) along with a syllabus.
- You also need to create a General Education Course Component Matrix. The purpose of the matrix is to explain to the committee, in a concrete and coherent format, how your proposed course will meet the Course Criteria for a General Education course and how it will address and assess the Learning Outcomes for the specific goal.
- Briefly the matrix asks and answers three questions:
 1. What do students need to learn? (first column)
 2. How they will learn it ?(second column)
 3. How will you know that they've learned it (third column)?

The information is effectively presented in this manner

Required Outcomes for this Goal	Relevant Course/Institutional Components (refer specifically to course syllabus)	Specific Assessment Method for Outcome
1		
2		

- It is very important that the Course Components and Assessment Methods be reflected in the syllabus. You will be designing the course and the assessment at the same time.
- The **General Education Course Criteria** fulfill the following goals. They:
 1. teach a disciplinary mode of inquiry (for example, literary analysis, statistical analysis, historical interpretation, philosophical reasoning, aesthetic judgment, the scientific method) and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.
 2. provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.
 3. consider questions of ethical values.
 4. explore past, current, and future implications (for example, social, political, economic, psychological, technological, or philosophical) of disciplinary knowledge.
 5. encourage consideration of course content from diverse perspectives.
 6. provide opportunities for students to increase information literacy through contemporary techniques of gathering,

manipulating, and analyzing information and data.

7. require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words.

8. foster awareness of the common elements among disciplines and the interconnectedness of disciplines.

9. provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.

- Here is a sample of a completed matrix:

General Education Course Component Matrix

Department: *Psychology* Proposed Course Prefix/Number: *PSYCXXX*

Course Title: *Introduction to Psychological Know-How*

What General Education Goal is this course intended to address?

Goal 8

Required Outcomes for this Goal (list below)	Relevant Course/Institutional Components (refer specifically to course syllabus)	Specific Assessment Method for Outcome
Outcome 2: Understand major methods of social science inquiry	Reading/lecture, weeks 2, 4, 8, 10: experimental and correlational methods	Essay assignment explaining the advantages and disadvantages of experimental and correlational research. Target: All students will complete this assignment competently (competently = scoring above 70). Tracking/reporting: Percentage of students

		scoring above 70.
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General Education Criteria	Relevant Course Components (refer specifically to course syllabus)
5. Encourage consideration of course content from diverse perspectives	Reading/lecture and group activity, week 3: investigating perspectives provided by different theoretical approaches