

General education course proposals must include this **Course Proposal Form**, the **Criteria Response**, the **Standard Assignment(s)**, and the **Standard Course Outline** from i-INCURR. Upon review and approval by the Academic Dean, submit these materials to the Associate Vice President for Academic Affairs via interoffice mail or electronically.

*Note: Cells will expand as you type in them (this is a Word table). You can also copy material into the cells from other documents as needed.*

|  |                       |                         |
|--|-----------------------|-------------------------|
| Submission date:   |                       |                         |
| Faculty initiating request:  |                       |                         |
| Faculty contact information (email address/phone number):  |                       |                         |
| Faculty participating in proposal development:   |                       |                         |
| Date(s) of faculty vote in favor of proposal, to include agreement with criteria terms:  |                       |                         |
| Faculty currently teaching the course:   |                       |                         |
| Course subject, class number and title:  |                       |                         |
| Credits:   |                       |                         |
| Prerequisites/Corequisites:  |                       |                         |
| Estimated number of sections to be offered in:   | Fall semester 20____: | Spring semester 20____: |
| If the course has been offered previously, total actual enrollment in:   | Fall semester 20____: | Spring semester 20____: |
| Current usage/purpose of the course (if applicable):   |                       |                         |
| Indicate at least one General Education Core Competency the course will fully support, if approved: <ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Readiness</li> <li><input type="checkbox"/> Written Communication</li> <li><input type="checkbox"/> Critical Thinking</li> <li><input type="checkbox"/> Civic Engagement</li> <li><input type="checkbox"/> Quantitative Literacy</li> <li><input type="checkbox"/> Scientific Literacy</li> </ul> |                       |                         |
| Indicate General Education Requirement the course may represent: <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Natural Sciences</li> <li><input type="checkbox"/> Humanities</li> <li><input type="checkbox"/> Social Science</li> </ul>   |                       |                         |
| Transferability (if applicable): <ul style="list-style-type: none"> <li>• Has a four-year college been contacted concerning this course?      <input type="checkbox"/> yes    <input type="checkbox"/> no</li> <li>• Has a four-year college indicated its willingness to accept this course?      <input type="checkbox"/> yes    <input type="checkbox"/> no</li> </ul>  |                       |                         |

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| <ul style="list-style-type: none"> <li>• If yes, which college(s)<br/>_____</li> <li>• How would the course transfer (if indicated)?<br/>_____</li> </ul> |
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|   |      |
|---|------|
|   |      |
| Faculty signature                                       | Date |
|   |      |
| Academic Dean signature                                 | Date |
|   |      |
| Associate Vice President's signature                    | Date |
|   |      |
| Chair, General Education Governance Committee signature | Date |

## Criteria Response

To be included as a general education core course, a course must:

1. Clearly meet the learning outcomes of one or more of the general education competencies **[as indicated on page one and as assessed by reviewers based on the course outline and standard assignment(s)]**
2. Include an authentic assignment or selection of authentic assignments that all faculty will require of their students that allow for the development and assessment of student learning in one or more of the selected general education competencies **[attach]**
2. Provide students with an introduction to an academic discipline or a primary subdivision of that discipline **[assessment by reviewers based on the course outline]**
3. Be open to all students satisfying the appropriate prerequisites and service significant numbers of students from different academic programs **[as indicated on page one]**
4. Have support from full-time faculty who agree to use an authentic assignment developed by faculty (or a selection of authentic assignments from options developed by faculty) and participate in general education assessment activities (e.g., authentic assignments, submission of students' work, review of findings, recommend and implement curriculum modifications based on findings) **[as indicated on page one by faculty vote]**
5. Serve as an appropriate general education requirement in one of the following areas: Communication, Mathematics, Natural Sciences, Humanities, or Social Science **[as indicated on page one and as assessed by reviewers based on the course outline and standard assignment(s)]**
6. Be general in nature and not "...narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession." **[assessment by reviewers based on the course outline and standard assignment(s)]**
7. Count as a general education course at a majority of TCC's top five public four-year transfer institutions. **[indicated on page one, further assessment by reviewers if required]**

*Please respond to the items below, using as much space as needed to completely address all components.*

- Describe how the course meets, or will meet, the learning outcomes of the selected general education competency.
- Address each learning outcome on the competency's rubric in i-INCURR.
- Detail how the course provides, or will provide, an introduction to an academic discipline.
- Describe how the authentic assignment or selection of authentic assignments will foster student learning and allow for assessment of their learning. Include copies of authentic assignment(s).

Revised 3.13.2018