

A packet of information should be submitted for each course that is up for review. Please submit the packet at least two weeks before scheduled review date.

To address the Criteria Indicators, the informational packet should include the following:

- Completed [General Education Course Proposal and Review Worksheet](#) (This document can also be found under “Resources” on the General Education Committee’s website.)
- Course syllabi from a minimum of five faculty within the discipline who teach the course.
 - This should be representative of all campuses where course is taught and may include online sections and adjunct representation.
- Sample assignments and completed authentic assignment tool(s) (when possible) for each submitted syllabus.
 - Assignments should clearly support the dimensions of the general education competency rubric(s) applicable to the course.

Criteria Indicators for a new course proposal or a course review

1. Clearly meet the learning outcomes of one or more of the general education competencies **[as indicated and as assessed by reviewers based on the course outline, authentic assignment(s), and course syllabi]**
2. Include an authentic assignment(s) 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
3. Provide students with an introduction to an academic discipline or a primary subdivision of that discipline **[as assessed by reviewers based on the course outline]**
4. Be open to all students satisfying the appropriate prerequisites and service significant numbers of students from different academic programs **[as indicated on General Education Course Proposal and Review Worksheet]**
5. 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) (e.g., authentic assignments, submission of students’ work, review of findings, recommend and implement curriculum modifications based on findings) **[faculty vote required for NEW course proposals]**
6. Serve as an appropriate general education requirement in one of the following areas: Communication, Mathematics, Natural Sciences, Humanities, or Social Science **[as indicated by SACSCOC Interpretation of Core Requirement 2.7.3 (General Education) and as assessed by reviewers based on the course outline and standard assignment(s)]**
7. Be general in nature and not “...narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession.” **[as assessed by reviewers based on the course outline and assignment(s)]**
8. Count as a general education course at a majority of TCC’s top five public four-year transfer institutions. **[as indicated on General Education Course Proposal and Review Worksheet]**

General Education Course Proposal and Review Worksheet

Course _____

Proposal for adding a course as: a General Education Course an Approved Transfer Elective
Review of an existing course as: a General Education Course an Approved Transfer Elective

1. Does the proposed course meet the learning outcomes of one or more general education competencies?
a. Yes b. No
2. Are the assignments for the proposed course appropriate? Assignments should distinctly support the dimensions of the general education competency rubric (assignment instructions and completed authentic assignment tool).
a. Yes b. No

Have the course syllabi been reviewed?

a. Yes b. No

3. Does the course provide an introduction to the discipline or subdivision of the discipline?
a. Yes b. No
4. Is the course open to all students satisfying the appropriate prerequisites or is it specific to a program(s)?
a. Open to all students b. Program specific
5. Does the proposal 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)

A. How many FT Faculty teach the course? _____

**Answer for B is required for new course proposals.*

B.* Is the voting number for supporting and utilizing the submitted assignments equivalent to the number of FT faculty?

a. Yes b. No

6. According to SACSCOC Interpretation of Core Requirement 2.7.3 (General Education), does the course serve as an appropriate general education requirement in one of the following areas: Communication, Mathematics, Natural Sciences, Humanities, or Social Science?
a. Yes b. No
7. Is the course general in nature and not "...narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession?"
a. Yes b. No

8. How many of TCC's top five public four-year institutions does the course transfer to as a general education requirement? Does this number represent a majority of TCC's top five public four-year transfer institutions?

Number _____

Which Virginia public four-year transfer institutions does this course transfer to as general education?

FOR GEC USE ONLY

For an approved transfer elective, does the course support a specific program? If so, which program or programs?