# 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.)

Official Course Outline (from i-INCURR)

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 demonstrating support of general education competencies supported in the course.

* Faculty should submit just the authentic assignment(s) (ie. those assignments that would be used for general education assessment which prompt student to demonstrate rubric dimensions of the general education competencies as identified in the Official Course Outline).

**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]**

# Include the authentic assignment(s) that faculty will require in order to demonstrate student learning in the course’s selected general education competency(s).

1. 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]**

1. 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]**

# 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]**

1. 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)]**
2. 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)]**
3. Count as a general education course at multiple 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?
   1. 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).
   1. Yes **b.** No

Have the course syllabi been reviewed?

* + - * 1. Yes **b.** No

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

1. Yes **b.** No
2. 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?
   1. Yes **b.** No
3. Is the course general in nature and not “…narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession?”
   1. Yes  **b.** No
4. Is the course a Passport course?
   1. Yes **b.** No

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?