

Instructions for Faculty submitting Documentation for Course Reviews

To address the Criteria Indicators, a packet of information should be completed for **each** course up for review. The packet is requested no later than **two weeks before** the scheduled review date.

An informational packet should include the following:

Completed “General Education Course Proposal and Review Worksheet”
Official Course Outline (from i-INCURR)

Note: Sample of syllabi requested for all **NEW** proposals and for existing courses **IF** current syllabi have not been reviewed by the Pathway Dean.

Sample assignments (accompanied by the authentic assignment tool(s) if available). All campuses where the course is offered should be represented. Please also include an online section when possible.

- Faculty should submit **just** the assignment(s) that would be used for general education assessment as these assignments prompt student to demonstrate the learning outcomes in the core competency rubric(s).

Criteria Indicators for course reviews (and NEW course proposals)

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 and authentic assignment(s)]
2. Include the authentic assignment(s) that faculty will require in order to demonstrate student learning in the course’s selected general education competency(s).
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 authentic assignment(s) addressing selected course core competency or competencies [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 multiple public four-year transfer institutions in TCC’s top-five transfer list. [as indicated on General Education Course Proposal and Review Worksheet]

