Academic Senate of California State University, Long Beach

Committee / Council Annual Report

Year: 2017 – 2018

Name of Committee / Council: General Education Governing Committee (GEGC)

Prepared by: Ruth Piker, GEGC Chair

Membership: Achola, Edwin (CED); Baralt, Lori (CLA); Chen, Ming (CBA); Doering, Jordan (ASI) Dunagan, Colleen (CHHS); Eldon, Beth (CNSM); Estrada, Gabriel (CLA); Jackson, Duan (UCUA); Jalali-Farahani, Asieh (COE); Johnson, Kerry (AA); McPherson, Mary (GE Coordinator); Nomura, Wendy (CHHS); Palkki, Josh (COTA); Paskin, Dannny (CECP); Penzenstadler, Birgit (COE); Piker, Ruth (CED-Chair), Remachandran, Hema (LIB);   Reddy, Sabine (CBA), Rock, Cheryl (CHHS-Secretary), Schramm, Michael (CNSM); Thompson, Danny (CED); Travis, Tiffani (LIB-Vice Chair); Whisler, Daniel (COE); Williams, Mark (CLA); and Wright, Cory (CLA).

Membership Resignation / Changes: Cheryl Rock became Secretary Spring 2018 due to Birgit Penzenstadler (Secretary Fall 2017) stepping down because of a teaching conflict.

Membership Replacement: Paula Hao (CBA) took Ming Chen's place during his Fall 2017 sabbatical; Rebecca Sittler-Schrock (COTA) took Colleen Dunagan's place during her Fall 2017 sabbatical; Wendy Nomura (CHHS) took Grace Reynolds-Fisher's place during her Spring 2018 sabbatical beginning March 12th

Membership Special Circumstances: Daniel Whisler (COE) teaching conflict Fall 2017; Lori Baralt and Mark Williams filled CLA vacancies beginning November 2017; Sabine Reddy filled the CBA vacancy in Spring 2018

Membership Ex-officio Members: Johnson, Kerry (Academic Affairs); McPherson, Mary (GE Coordinator); Scenters-Zapico, John (Writing Across the Curriculum); Jackson, Duan (UCUA); Jordan Doering (ASI representative) took Danielle Carancho's place during Spring 2018

Membership Liaison: Thomas, Marshall (CEPC) for Fall 2017; Paskin, Danny (CEPC) for Spring 2018

Officers / Executive Committee: Ruth Piker, Chair; Tiffini Travis, Vice Chair; Birgit Penzenstadler (Fall 2017) and Cheryl Rock (Spring 2018) Secretary

Matters Reported to the Senate:

- Due to the revised Executive Order 1100 and Executive Order 1110, the committee sent a memo to Academic Senate via Curriculum and Educational Policies Council regarding two specific issues. First, we requested a moratorium on all new courses that were not directly affected by the EO 1100 and EO 1110, until we had a better understanding of the Chancellor's mandate and revised CSULB GE policy. This was approved. Second, the revised EO 1100 explicitly stated Area B.2 Quantitative Reasoning may be met with upper division courses. The 2012 CSULB GE policy refers to Area B.2 as introductory level. Therefore, the committee asked the Academic Senate to

allow the committee to use the EO 1100 language with reviewing B.2 courses. This was not approved.

Actions taken by the Committee / Council:

The following tables summarize the number of proposals received for GE consideration, the supplements submitted to CEPC for approval, and the number of course proposals approved.

RECORD OF COURSE PROPOSAL SUBMISSION BY DATE	
Date	*Proposals Received*
11/17/2017	2
12/01/2017	8
12/12/2017	4
01/27/2017	9
02/07/2018	11
02/20/2018	15
03/15/2018	14
04/04/2018	5
04/12/2018	2
Total Courses Submitted	**70**

SUPPLEMENTS COMPLETED AND SUBMITTED		
Description	*Date Submitted to CEPC*	*Date Approved*
Supplement 81	12/11/2017	12/18/2017
Supplement 82	03/06/2018	04/02/2018
Supplement 83	05/31/2018	Pending

COURSES SUBMITTED/APPROVED BY COLLEGE		
College	*# of Courses*	*Approved by College*
CBA	4	0
CHHS	14	2
CLA	9	3
COTA	8	5
CNSM	6	2
COE	29	0
TOTAL	**70**	

The following table is a brief summary of the proposal review activities.

SUMMARY OF COURSE ACTIVITY	
Action by GEGC	*Number*
Approved (3 New & 9 Reclassified)	12
Moratorium	11
Denied	8
Postponed – Not Returned	2
Declined to Review	2
Never Reviewed – On agenda, but no time to review.	8
Reviewed/Screened – Recommendations sent back to faculty	27
Total # of Courses	**70**

1) New Courses to GE Approval (3): MATH 104, MATH 112A, PHIL 370

2) Reclassification of Existing Courses in GE Approved (9): AH 432, AH 433, ART 311, ART 333, CAFF 425, DANC 442, H SC 425, R/ST 303, WGSS 303

3) Decertification of Existing Courses in GE: None

4) Transfer Courses Reviewed: None

5) GE Course Proposals Reviewed/No Approval:

A. **Moratorium:** The following 11 courses were not reviewed due to the year-long moratorium on non-EO 1100 and EO 1110 relevance: ANTH 478, CBA 300, CLA 220, ESP 450, GEOG 450, HCA 438, SOC 415, S W 330, S W 331, S W 480, WGSS 250.

B. **Denied:** The following 8 proposals were denied.

C E 490 was reviewed by the full committee. The committee approved the proposal pending the following revisions:

- The Prerequisites on the GEAR form and SCO should read as follows: Prerequisite: Complete entire Foundation with one or more Exploration courses and Upper Division standing.
- In the justification of Category B.2, remove the copy and pasted text from the policy.
- Move the Category B.2 justification up in the SCO and place it under curriculum justification.
- The committee made the following suggestions for revising the SCO:
    - increase the content and verbiage for ethics in the SCO;
    - the proposal be thoroughly edited for typos;
    - remove the "Teamwork" as a primary skill in the SCO.

GEGC Executive Committee reviewed the revised proposal. The Executive Committee denied the proposal because it was not revise as required by the full committee.

CECS 492B was denied by the committee for the following reasons:

- The GEAR form is not correctly completed
- Need to add the complete course number and title on GEAR form
- The catalog description is incorrect. It should be relevant to this course.
- Teamwork should be a secondary skill.
- Include the prerequisites per the policy on the GEAR form and SCO.
- The justification is missing from the SCO for Category B.
- The quantitative reasoning needs to refer to the essential skill and not category B2, so this needs to be clarified which essentially caused confusion.
- The skills and categories make the proposal confusing.
- SLOs are not measurable. They needs to indicate measurable outcome language.

ENGR 390 was denied by the committee for the following reasons:

- The C.2.b justification is not clear and does not fit the category
- This course does not intersect with humanities
- The SCO is missing the non–western and western cultures
- The definition of Global Issues should be 2 separate areas and different continents has to be explained
- Direct references to the content when discussing the category and essential skills would be nice

CEM 490 was denied by the committee for the following reasons:

- The GEAR form needs to be updated
- Add prerequisites per policy to GEAR form and SCO
- Suggestion: Ethical concepts needs to be more in-depth in SCO
- Discussion of how proposals from COE keep recycling the same language for critical thinking. Critical thinking essential skills must have course content
- There is concern about the copying and pasting
- There must be clear delineation between category and outcome
- It does not have the 3 elements that pertains to B2, and these need to be included in the proposal
- The proposal needs to be edited for typos

FMD 356 was denied by the committee for the following reasons:

- Update prerequisites on GEAR form and SCO per policy
- Remove FMD 355 as a prerequisite because it is not a GE course
- Remove all reference to Category F Integretive learning, since it will cease to exist.
- This is new course, so therefore, cannot have integrative learning and cannot be approved for Capstone, uncheck integrative learning.
- It has to indicate completion of all foundation courses as a prerequisite
- It was thought by the college that faculty could add a capstone for the next 2 years in order to double count for Majors and GE

NUTR 331 was denied by the committee for the following reasons:
- Add prerequisites Per policy to GEAR form and SCO

- Delete NUTR 234 as pre- or co-requisite
- NUTR 234 is just a co-requisite for majors
- This should be corrected on the SCO
- The language needs to be more explicit and specific as a foundation of a living system
- There is not enough outcomes for essential skills from the AACU rubric, the language to be specific and needs to be less vague
- It appears to be only written for nutrition students and not interdisciplinary
- Justification is vague

MATH 303 was denied by the committee for the following reasons:
- Add prerequisites per policy to GEAR form and SCO
- Quantitative reasoning should be primary skill instead of secondary skills
- Need to justify category.
- GEAR form -- need to check off proper boxes

MATH 309 was denied by the committee for the following reasons:
- Add quantitative reasoning as a primary and not a secondary skill
- Add prerequisites per policy to GEAR form and SCO
- Written communication, Quantitative reasoning, Interdisciplinary is what it is continuing on for the essential skill
- A justification of category B.2 is missing
- Missing quantitative reasoning essential skill in the SCO
- Need to add calculations and methodology as per the category B.2 requirement. Faculty should move some of the detail from the syllabus into the SCO as well in the subject outline in the appropriate places
- Correct the title of course typo in GEAR
- 4b description is not related to critical thinking
- Make it clear that critical thinking is in the SCO
- Update the written communication in the SCO
- It was suggested that they revise the primary skills and suggest recommendations for secondary skills

C. **Postponed:** The following 2 proposals were reviewed by the committee.

HRM 458 was referred back to the department due to the proposal not meeting the GE category in both spirit of the GE category and CSULB GE policy requirement. **Proposal was to be returned for full committee review, but it was not resubmitted.**

MGMT 425 was referred back to the department with requests to add historical western/non-western context, add Category D justification, and clarify how the course illustrates the spirit Category D contextually throughout proposal. **Proposal was to be returned for full committee review, but it was not resubmitted.**

D. **Declined to review:** The following 2 proposals did not meet the EO 1110 and CSULB campus specific requirements for lower division Category B: CAFF 123, CAFF 223. Therefore, we did not review these proposals.

E. **Never Reviewed:** The following 8 proposals were on the agenda, but the committee did not have time to review them with the academic year: DANC 342, CECS 491A, ENG 350, C E 426, HFHM 370, BIOL 355, BIOL 370, MUS 491.

F. **Screened, sent to faculty proposer for revisions, and never returned to GEGC:** The following 27 proposals were not resubmitted for full committee review.

I S 310 was referred back to the department with the following suggestions for revising:
- Add historical western/non-western context
- Add Category D justification
- More clarity on how this course illustrate the spirit of Category D contextually throughout proposal

HSC 427 was referred back to the department with the following suggestions for revising:
- Clarify if they would like to add the written component, they should select Advanced Skills on the GEAR form and revise the SCO to justify how the course will meet this requirement.
- Add a justification for category B1a that also includes how the course will impart knowledge of facts and principles which form the foundations of living and non-living systems, as well as how this knowledge has impacted the development of the world's civilizations.

CECS 491B was referred back to the department with the following suggestions for revising:
- Explain how the course will meet the category B requirements
- Explain how well the course will develop the essential skills

CECS 492A was referred back to the department due to:
- The GEAR form having more than 3 primary essential skills; faculty is asked to either delete Teamwork or select it as a secondary essential skill.
- The SCO missing a justification for Category C, which explains how well the course properly accomplish Category C requirements.

CECS 493A was referred back to the department due to:
- The GEAR form having more than 3 primary essential skills; faculty is asked to either delete Teamwork or select it as a secondary essential skill.
- The SCO missing a justification for Category C, which explains how well the course properly accomplish Category C requirements.

CECS 493B was referred back to the department due to:
- The GEAR form having more than 3 primary essential skills; faculty is asked to either delete Teamwork or select it as a secondary essential skill.
- The SCO missing a justification for Category C, which explains how well the course properly accomplish Category C requirements.

MAE 478 was referred back to the department due to:
- The GEAR form, you must select the specific subarea in Category B. I believe you should select B.2.
- The GEAR form having more than 3 primary essential skills; faculty is asked to either delete Teamwork or select it as a secondary essential skill.
- For the SCO, remember to include a justification for selecting Category B.2, which explains how well the course properly accomplish Category B.2 requirements. This differs from the essential skill of quantitative reasoning.
- You should better align the description of the content with Category B.2.

CECS 490A was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill.
- For the SCO, the content of the course must properly accomplish the category's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

CECS 490B was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill.
- For the SCO, the content of the course must properly accomplish the category's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

EE 400D was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category B.
- For the SCO, the content of the course must properly accomplish Category B's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

EE 407 was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

EE 447 was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

EE 458 was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

EE 471 was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

EE 488 was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.

- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

EE 489 was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

ET 460/460L was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category B.
- For the SCO, the content of the course must properly accomplish Category B's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

ET 494/494L was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork or select it as a secondary essential skill. You also must select the specific subarea of Category B.
- For the SCO, the content of the course must properly accomplish Category B's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

MAE 390 was referred back to the department with the following suggestions for revising:
- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork and Problem solving or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C goals. You should include a justification for selecting the Category and demonstrate how these are

woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.

- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

MAE 471 was referred back to the department with the following suggestions for revising:

- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork and Problem Solving or select them as secondary essential skills.
- For the SCO, the content of the course must properly accomplish the category's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

MAE 472 was referred back to the department with the following suggestions for revising:

- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork and Problem Solving or select them as secondary essential skills.
- For the SCO, the content of the course must properly accomplish the category's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

MAE 479 was referred back to the department with the following suggestions for revising:

- For the GEAR form, you may have maximum 3 primary essential skills. You should either delete Teamwork and Problem solving or select it as a secondary essential skill. You also must select the specific subarea of Category C.
- For the SCO, the content of the course must properly accomplish Category C goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- For the essential skills, please double check the SCO includes the following in order: Essential Skill SLO, student performance benchmarks, example assignments, and which instructional strategies are used for skill development; you may refer to the GEGC SCO template.

C E 406 was referred back to the department with the following suggestions for revising:

- Need to clearly articulated outcomes for the content area of D2 – doesn't map to criteria for the subcategory
- Includes content information for quantitative reasoning, but missing D2 information
- Question regarding how well the course is "open to all majors" when it deals so heavily with engineering concepts- should it be integrative learning?
- Included copy of the newly adopted Checklist GEGC uses to review proposals.

CH E 470 was referred back to the department with the following suggestions for revising:
- For the SCO, the content of the course must properly accomplish the category's goals. You should include a justification for selecting the Category and demonstrate how these are woven throughout the coursework, which explains how well the course properly accomplish the Category requirements. Including an outline of the subject matter will help.
- Please be aware that due to the Executive Order 1100 from the Chancellor's Office, the GEGC is using the following requirement for courses requesting Upper Division B.2 designation.
- The SCO must explain how the course includes: 1) computational or calculation skills; 2) explain or demonstrate the methodological approach for solving problems; and 3) application of mathematical concepts
- Included copy of the newly adopted Checklist GEGC uses to review proposals.

REC 340 was referred back to the department with the following suggestions for revising:
- Prerequisite are listed in the catalog description, but the entire requirements are not listed in the top part of their document under class information. The class information is also missing a list of all the category designations.
- Most of the required essential skills are missing. There is only one primary skill listed and this is one of the rare courses that actually need four.
- The class information at the top of the SCO needs to be consistent with the course catalog description.
- Although there is a justification in the SCO, it does not address the D2 requirements.
- The course is trying to do so much, that the content does not cover all the areas. The new area being requesting (D2) is not addressed in the content. The SCO addresses social aspects of human experience, but does not address political or economic aspects. The course would also need to address contemporary and historical settings in western and non-western contexts to be considered a D2 category course.
- The learning outcomes are not aligned with the essential skills. The SCO uses the categories for the learning outcomes rather than the essential skills.
- The SLOs need to be written as outcomes.
- Assessment of outcomes needs to be much more clearly addressed.
- Included copy of the newly adopted Checklist GEGC uses to review proposals.

REC 341 was referred back to the department with the following suggestions for revising:
- The GEAR form only lists one primary essential skill. They are required to have 2-3 primary skills identified.
- Prerequisites are listed for the course that need to be removed.
- Given that the correct number of essential skills were not identified on the GEAR form, the SCO does not have the correct number listed as SLOs
- Although computational skills are taught in this course, it does not meet our minimum requirements for upper division B.2 Courses. Here is a more detailed description of the B.2 requirement problems in the SCO: Although the SCO identifies computational skills as the justification of the category, the content outline only addresses computation in one section of the course – not as a major part of the class. Methodological approaches are in the content outline but not included in the justification – it's implied. Application is also implied. They need to clarify these components to make it clearly fit into the B.2 upper division course.

- Included copy of the newly adopted Checklist GEGC uses to review proposals.

DESN 440 was referred back to the department with the following suggestions for revising:

- They need to check the upper division boxes on the GEAR form.
- The GEAR form has the wrong essential skills identified — the only correct one is Written Comm.
- The catalog description needs to include prerequisite statement
- The SCO only includes a justification for Writing Intensive and Integrative Learning, but not D.2 or C.1
- The SCO has the wrong essential skills SLOs (same as wrong on GEAR form)
- The essential skills SLOs list the outcomes of the essential skill but they do not address HOW each component is addressed in the class or how each is part of the overall outcome. It is the list directly from the essential skills grid on the website with no explanation.
- The course schedule - Outline of Subject Matter, does not seem to address the D.2 requirements at all. The C.1 is probably the likely fit, but the specific requirements of that category also need to be included in the subject matter — it is just not clear.
- Finally, I have included a newly adopted Checklist the GEGC uses to review proposals. The Checklist should provide a guide as to what and how the committee is reviewing proposals.
- Included copy of the newly adopted Checklist GEGC uses to review proposals.

Internal Proceedings / Discussion Occurred:

The GEGC improved the communication of expectations in the GE Policy through revising documents, updating webpages, and presenting information at meetings when invited. Primary accomplishments include:

1) Detailed discussion and review of EO 1100 and EO 1110.
2) Major discussion throughout the year regarding the challenges in reviewing proposals using the 2012 GE Policy, and the need for a revised policy for the committee to properly do its job.
3) Reviewed key differences between 2012 pattern and 2018 GE pattern and drafted a new GE Pattern that aligned with the EO 1100 mandate.
4) Updated GE website to clarify steps for faculty to submit proposals and added a section for Frequently Asked Questions.
5) Updated the GEAR form to include the new EO 1100 mandate options.
6) Discussed GE Recertification outlined in the GEGC charge and how the committee can initiate a GE assessment and possibly move forward with the GE recertification process. Also discussed pursuing recertification of all GE courses approved prior to the addition of the LEAP Learning Outcomes as well as developing connections between GE courses that lead to GE curriculum pathways.
7) Discussed at length EO 1100 Category B GE policy changes and the language that should be used for upper-division category B.2 courses.
8) Appointed college liaisons to help answer questions regarding the EO 1100 and proposal drafts.

9) Discussed creating a GEGC subcommittee beginning in Spring 2018 to review course proposals.
10) Held a closed session to discuss: proposal review procedures, checklist being developed to ensure consistent review process, interpreting Category B and UD courses, and agree on language for B2UD proposals
11) Developed an evaluation checklist for all proposals submitted for GE consideration.
12) The Executive Committee met with the Executive Committee of CEPC and chair of Academic senate.
13) The GEGC chair participated in a retreat with the Provost and faculty from GEGC, CEPC, and AS; and worked with the chair of AS, CEPC, VP of graduate studies, and VP of undergraduate studies to develop survey questions and three open forums for faculty, staff, and student feedback regarding the GE policy.

Recommendations

1) Revise and reorganize BeachBoard or find a more permanent and organized location for all documents received and reviewed by the committee.

Presentation / Reports Received:

1) Presentation by Dr. Jody Cormack, Interim Vice Provost for Academic Affairs and Dean of Graduate Studies, regarding how EO 1100 and EO 1110 will affect the work GEGC over 2017-2018 AY.
2) Presentation by Dr. Krzysztof Slowinski, Associate Dean of the College of Natural Sciences and Mathematics, regarding how the Math Department is meeting the EO 1110 and the urgency in creating guidelines for Category B.2.
3) Presentation by Dr. John Scenters-Zapico regarding the capstone language revisions to meet E.O. 1100 UD B/C/D requirements.
4) Presentation by Rebekha Abbuhl, Chair of GWAR Committee, regarding the future of GWAR implementation.

Issues / Recommendations to the Academic Senate:

1) Approve a new 2018 GE policy quickly.