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General Education Committee Report
Submitted by Pat Kalayjian, General Education Committee Chair

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In addition to the GEC's normal duties of evaluating and recommending new course proposals for inclusion in the CSUDH GE package, the committee has been working on a number of other GE-related projects.

We began the Academic Year by revising the GE charge as a response to the ASCSUDH workshop held in late August. This revision will, as of next year, reduce the number of faculty serving on GEC while allowing for more fair faculty representation across the colleges.

The revisions to EO 1100 and EO 1110 have resulted in implementation issues of which most senators are aware: the reduction of units in Area A (DH had to reduce GE credit for English Composition from six to three units) as well as the reduction of units in Area D (from 12 lower division units to nine). Both of these matters have come to senate as resolutions that describe how DH GE policy will change in order to institutionalize alterations made to the system-wide General Education requirements.

The revisions of EO 1100 were, to some degree, a response to the variability of GE programs across the system and what was perceived as a lack of clarity as to both the requirements and the purpose of GE in a student's education. The principal way that we as a campus communicate with our students in writing about GE is through the catalog, and a review of our catalog copy for GE by the GEC revealed it as muddled, overly detailed, and inconsistent. Both the GE ad hoc committee and GEC itself have worked on revising the catalog descriptions of our GE program to make them student facing and reader friendly. It was our determination that the catalog—especially in its new online configuration—should tell students what skills and knowledge they will gain from the courses they take in each area and do so succinctly and clearly, with the hope that students might actually read and understand the purpose of GE courses. These new descriptors will shortly be made available for constructive comments on the senate website; we welcome your and your faculty's advice for improvement.

As part of this overall process of clarification and improvement to our GE, GEC has also recommended the removal of two non-credit bearing, optional and/or confusing requirements. One is Area A4, "Basic Library Skills"; this is a campus-based requirement (not mandated by CSU) and employs outdated language. The

Area A-related resolution before senate today would also remove this requirement. GEC is recommending that Information Literacy (the more accurate and current language for “Library Skills”) be embedded with pedagogical intention as online tutorials into a variety of GE courses. GEC has been working with Library faculty member Carolyn Gardner, and she has developed two sample tutorials, one for Key Word Searching and one for Evaluating Information Sources. GEC invites you all to take these tutorials and, again, offer advice for improvement. They are available on the Library website in Tutorials.

The second clarifying modification is the possible removal of Area G, Cultural Pluralism, as a stand-alone, campus-based requirement. A resolution to that effect may be a part of a larger senate or campus conversation in the fall and may result in a resolution to be brought before senate. In the meantime, our new descriptor for Area F3 (where the single course name in the past was SBS 318: Cultural Pluralism) incorporates cultural pluralism as part of its scope; however, GEC needs to work with departments with courses in Area G before considering its removal from the program.

Our future projects are to develop 1) criteria for new courses to be included in GE, 2) curriculum processes with helpful templates, and 3) assessment plans, all based on the PLOs we brought before senate last year. The ad hoc committee will work on these projects over the summer and return to senate early next year to invite your input.