

GE GR COURSE PROPOSAL CHECKLIST

COURSE PROPOSAL INFORMATION	YES	NO/NA
Is the JUSTIFICATION adequate for either a new GE GR course or course change? Does it summarize all purposes of the new course or all changes to the existing course and why? Policy: GE courses are designed to convey general knowledge or skills applicable to numerous fields of student rather than more specialized subjects and complex approaches. Upper division courses may be somewhat narrower in scope than lower division courses and they may require more specialized preparation, but they must nevertheless convey knowledge or skills of broad applicability to one or more fields of study.		
Is there a COURSE DESCRIPTION? Is the description CLEAR to students who will be reading the Catalog/CMS? Does the description include any information about pre-reqs/co-reqs/other information that may serve better as a course note?		
Is the PREREQUISITE information checked? Are there any pre-reqs for this course? Consider the following: • GE courses usually have no prerequisites.¹ • All upper division courses approved for GE listing must require at least second year standing and completion of all GE Area 1 requirements as prerequisites for enrollment.¹ • Lower division courses shall be introductory or survey courses, and shall have no college level prerequisites (i.e., no prerequisites the student would not have been able to complete in high school, whether or not the student has actually done so).² • Upper division courses may have as prerequisites lower division general education courses (or similar courses), and may build on or apply concepts and knowledge covered in those courses.²		
Are the GE GR LEARNING OUTCOMES (GELOs) stated verbatim in the submitted syllabus? GELOs should NOT be listed in the course ELOs area.		
Does the narrative in Courseleaf (Curriculum Workflow) explain how GELOs will be assessed (are ASSESSMENT STRATEGIES noted)?		
Does the narrative in Courseleaf (Curriculum Workflow) explain how GELOs are met in the course (is content noted)? Is there clear demonstration of how the GELOs align with course content? e.g. proposal shows how the GELOs align with ELOs, module/unit objectives, assessment and learning activities, etc.		
For LD GE courses, is there writing which encourages students to think through concepts of the course? Per policy, writing may be accomplished in a variety of ways, need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.		
For UD GE courses, are there substantial writing assignments (per policy, a minimum of 1,500 words of formal, graded writing assignments)? There may be more than 1,500		
Could there be an OVERLAP between this course and a course in another department from another college? Could the course TAKE STUDENTS AWAY from an existing course in another department/college? If yes, did the department provide consultation with the other department(s)? See Senate policy on consultation. Is there duplication of another similar course?		
Could a change for this course have an IMPACT ON A COURSE OR PROGRAM IN ANOTHER DEPARTMENT OR COLLEGE? Is it a pre-req or co-req for another course in the department? Or is it a pre-req or co-req in another program/department/college? If yes, did the department provide consultation with the other department(s)? See Senate policy on consultation.		

¹ Per policy

² Per GEGRPC

RECOMMENDATION OF GEGR COURSE REVIEW SUBCOMMITTEE:

☐ Approve with no changes or other communications.

☐ Approve contingent upon minor changes (one or two typos, one or two boxes need correcting, etc).

Comments:

☐ Approve contingent upon small changes made by the departments.

Comments:

☐ Hold, pending further clarification/communications from the department.

Comments:

☐ Hold, pending approval of corresponding program proposal.

Comments:

☐ Denial. Significant revisions are necessary which would require approval by the department and college committees.

Comments: