**Academic Senate of California State University, Long Beach**

**Committee / Council Annual Report**

**Year:** 2015 – 2016

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

**Prepared by:** Heather Rae-Espinoza, GEGC Chair

**Membership:** Carlos-Marquez, Alfredo (CLA); Chen, Ming (CBA); Dunagan, Colleen (COTA); Eldon, Beth (CNSM); Estrada, Gabriel (CLA); Keely, Beth (CHHS); Newberger, Florence (CNSM); Paskin, Danny (CLA); Piker, Ruth (CED); Rae-Espinoza, Heather (CLA); Reynolds, Grace (CHHS); Ramachandran, Hemalatha (LIB); Shehab, Tariq (COE); Sittler Schrock, Rebecca (COTA), Travis, Tiffini (LIB); Wu, Xiaolong (COE)

**Membership Resignation / Changes:** Danny Thompson resigned in Spring 2016 because of a course scheduling conflict.

**Membership Replacement:** No replacements were provided.

**Membership Liaison / Ex-officio Members:** Hempel-Lamer, Nele (Academic Affairs); McPherson, Mary (GE Coordinator); No UCAA, ASI, or WAC representatives in attendance.

**Officers / Executive Committee:** Heather Rae-Espinoza, Chair; Danny Paskin, Vice Chair; Grace Reynolds, Secretary.

**Matters Reported to the Senate:** Alternates were requested after the resignation of Danny Thompson and after two representatives had yet to attend a meeting after 7 months.

**Matters Reported to the CEPC:** The chair of CEPC, Neil Hutgren, was consulted to discuss concerns about pre-requisites and the expectations of Writing Intensive courses being communicated via WAC.

**Actions taken by the Committee / Council:**

1. New Courses to GE Approved: 38 Courses

AH 432, AH 433, AH 446, AH 453, AH 454 / AIS 454, AIS 345, ART 101, ART 121, BIOL 355 / MICR 355, BIOL 370, CHLS 360, CLA 361 / ENGR 361 / HHS 361 / NSCI 361, CLA 496 / ENGR 496 / HHS 496 / NSCI 496, CLSC 370, E SP 101 / GEOG 101, HHS 207, JOUR 104, JOUR 360, JOUR 415, JOUR 418, MATH 309, PHIL 156, PHIL 363, PHIL 382, POSC 401 / WGSS 402, REC 201, SCED 404, THEA 212

1. Reclassification of Existing Courses in GE Approved: 12 Courses

ASAM 121, BIOL 412, BIOL 447, CWL 132, FEA 486, GERN 400, HDEV 307, JOUR 110, JOUR 315, MATH 303, PHIL 351, PHIL 352

1. Decertification of Existing Courses in GE: None
2. GE Course Proposals Reviewed without Approval:

CLA 150 was withdrawn for B2 Mathematics/Quantitative Reasoning.

PHIL 156 was approved after revisions for C1 as listed above, but was rejected in executive review for Human Diversity because it did not include two of the stipulated ethnic groups in Policy 12-00.

HIST 463 / IST 476 was referred back to the department for a corrected GE Action Request Form on 9/29/2015 with a reminder on 1/27/2016.

FSCI 101 was referred to the GE Coordinator. The first GE Action Request Form asked for both Foundations and Explorations status. With revisions, the form was revised to request A1 Written Communication status, but it is not a composition course.

UNIV 150 was denied for Lifelong Learning and Self-Development because it did not meet the description of the category in GE Policy 12-00 nor did it have the correctly detailed Learning Outcomes for the indicated primary skills.

CLA 296 / HHS 296 / ENGR 296 / NSCI 296 was referred back to the BUILD Initiative for revisions. The course did teach methodological practices for the Life Sciences, but it did not “impart knowledge of the facts and principles which form the foundations of living and non-living systems” as required in Policy 12-00 7.6.1. The committee queried if this course in conjunction with faculty mentorship in the BUILD program would meet these expectations.

The committee only received a GE Action Request Form and no SCO for DESN 367. It was referred back to the department but no updates have been received.

FIL 201 and FIL 202 were referred to the GE Coordinator for two reasons: first, the pre-requisites did not appear on the GE List because the course prefix was in the process of changing with the next catalog update; and second, the primary essential skills indicated lacked associated learning outcomes. The committee believes that this course will be approved in the fall before the next CEPC report.

AIS / FEA 450 was referred back to the departments because it did not meet the requirements for Human Diversity on 10/15/2015. Gender, one additional marker of social difference, and a second ethnic group were lacking.

A/ST 315 was referred back to the department on 10/29/2015. The course SCO confused interdisciplinary and integrative learning and needed to more clearly address how it met the Global Issues criteria. The committee did not receive revisions.

CHLS 375 was referred back to the department on 3/15/2016. The SCO did not mention the required 2,500 words for a Capstone course or the assessment of essential skills.

**Internal Proceedings / Discussion Occurred:**

The GEGC continued to improve the communication of expectations in the GE Policy through creating documents and updating webpages. The primary accomplishment is creating excerpted pdf files from the GE Policy 12-00 in links from Step 1 of the [Faculty GE Webpage](http://web.csulb.edu/divisions/aa/ge/faculty/).

* [Written Communication (A1)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/A1.pdf)
* [Oral Communication (A2)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/A2.pdf)
* [Critical Thinking (A3)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/A3.pdf)
* [Life Sciences (B1a)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/B1a.pdf)
* [Physical Sciences (B1b)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/B1b.pdf)
* [Mathematics/Quantitative Reasoning (B2)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/B2.pdf)
* [The Arts (C1)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/C.pdf)
* [Humanities (C2/C3)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/C.pdf)
* [Social Sciences & Citizenship (D)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/D.pdf)
* [Lifelong Learning and Self Development (E)](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/E.pdf)
* [Interdisciplinary Capstone](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/F-Interdisciplinary.pdf)
* [Advanced Skills Capstone](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/F-AdvancedSkills.pdf)
* [Service Learning Capstone](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/F-ServiceLearning.pdf)
* [Integrative Learning Capstone](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/F-Integrative.pdf)
* [Writing Intensive Capstone](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/F-WritingIntensive.pdf)
* [Human Diversity](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/HumanDiversity.pdf)
* [Global Issues](http://web.csulb.edu/divisions/aa/ge/faculty/categories/documents/GlobalIssues.pdf)

Previously, Step 1 link led to a student page of courses already approved, which did not offer the best guidance for course development. These links aim to both help faculty preparing proposals and help the committee explain expected revisions.

**Presentation / Reports Received:**

The GE Coordinator Mary McPherson presented information from assessment and the self-study.

We also heard from AVP Nele Hempel-Lamer that the Writing Intensive capstone expectation will begin in the fall since we approved enough Writing Intensive classes. This year, we were able to address last year’s concerns about the concordance of the policies that direct the GEGC and preferences for best practices with Writing Across the Curriculum.

We did approve the appointment of Carlos Silveira (COTA) to the Service Learning Task Force, but have not received any reports. We look forward to hearing their recommendations in the fall.

**Issues / Recommendations to the Academic Senate:**

1. Alternates One issue the committee faced was members who did not attend meetings. While a sufficient number attended meetings to meet quorum, ready alternates should be established with an expectation that committee members with several unexcused absences are replaced. No members from COE attended this year.
2. Pre-requisites Since course change forms stipulating new pre-requisites for the catalog are not sent to the GEGC, it was unclear to the committee: a) if correct pre-requisites were established at the college level; b) if changed pre-requisites were revised when new classifications were made biannually for CEPC Report deadlines; c) if pre-requisites changed via GEGC were ever processed; or d) if the large number of courses missing pre-requisites required by the GE Policy like upper division standing or at least one foundation course were actually integrated into the enrollment system even if they were not stipulated in the catalog. In the future, I recommend the process be streamlined because several courses in the catalog lack listings of the required pre-requisites for their GE status.
3. Human Diversity The committee continued to address what are perhaps unintended consequences from the listing of ethnic groups for Human Diversity classification in Policy 12-00 9.3.2.2, including the grouping of all Native Americans as one group and the lack of Jewish Americans as an acceptable ethnic group. Rejecting courses as directed by policy can be a difficult task for committee members, and this area of the policy should be opened for discussion with future revisions.
4. File Submission Managing documents and preparing reports from various sources is exceptionally time-consuming. Additionally, colleges do not always send on GE Action Requests in a timely manner. Funding should be provided to tailor file submission software to provide reminders, auto-populate forms, keep documents searchable, allow e-signatures, and organize documents for review. This could keep faculty informed of pending deadlines and required steps while easing committee efforts to put together agendas with incomplete or missing files.
5. Information Literacy The final concern arose from the GEGC self-study. Even though Information Literacy is one of five core competencies with the Western Association of Schools and Colleges (WASC), less than 4% of our courses have it listed as a primary skill. I proposed adding Information Literacy as a required primary skill for all Advanced Skills Capstones (See attached proposal.), just as we added Global Learning as a primary skill to Global Issues last year. Unfortunately, the motion was not carried because the librarian representatives would like Information Literacy to be included in a required category that all students must take, instead of one of the Capstone options. Requiring Information Literacy of all students, rather than adding it as a primary skill for a classification that already exists, is a larger question that we refer to the CEPC Council and Senate. The lack of Information Literacy as expected for WASC accreditation is a concern that should be addressed, whether through taking advantage of its concordance with Advanced Skills Capstones or through other means. The chair could present the attached proposal to the Academic Senate if there is interest.

Advanced Skills Capstone

Proposal to add Information Literacy as a required

Primary Essential Skill for the Advanced Skills Capstone.

# Information Literacy is one of the WASC’s 5 core competencies.

Written Communication, Critical Thinking, Oral Communication, Quantitative Reasoning, and Information Literacy are the 5 core competencies. Information Literacy is the only one not currently required for a specific GE Category.

# Information Literacy is under-represented as a primary skill.

Information Literacy is a primary skill in 6% of courses, as compared with 57% for Written Communication, 35% with Critical Thinking, 7% with Oral Communication, and 6% of Quantitative Reasoning. While it is similar to Oral Communication and Quantitative Reasoning in its number of courses that identify it as a primary essential skill, unlike Oral Communication and Quantitative Reasoning the courses that identify Information Literacy as a primary do not offer numerous sections. Quantitative Reasoning ranges from 3 to 40 sections per class, and Oral Communication classes range from 14 to 67 sections per class. Of the 32 courses with Information Literacy as a primary skill, 12 were not offered and 11 had one section, leaving only 9 courses with multiple sections.[[1]](#footnote-1)

# It will better delineate advanced skills in a meaningful way.

The Interdisciplinary, Service Learning, and Integrative Capstones all have required primary essential skills. Advanced skills does not have a similar clarity of purpose without a required primary essential skill. According to GE Policy 12-00 Item 7.10.6.1, Advanced Skills courses “require students to apply skills at a level above that of Explorations courses. Examples include but are not limited to, (a) advanced composition, (b) research and advanced methods, and (c) presentation skills.” Information Literacy skills require students to determine the extent of information needed, access the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally. The skill set for Information Literacy and the definition for Advanced Skills coincide well.

# As a new category, we can assure all courses meet this requirement.

Unlike other categories that have continued from previous iterations of GE Policy, such as Human Diversity, Advanced Skills is a new category. This change can be meaningfully implemented at this point. All courses currently approved for Advanced Skills Capstone include Information Literacy as a primary skill.

1. Data from Fall 2015 Report GE Coordinator Report in the GEGC Self-Study. Spring 2016 GE Coordinator Report indicates less than 4% of classes have information literacy as a primary skill. [↑](#footnote-ref-1)