



California State University, Long Beach
Curriculum and Educational Policies Council

Minutes

Prepared by Jennifer Asenas

Meeting 8, 2017-18

BH-302

Wednesday, 28 February, 2018, 2-4 PM

Attendance: Jennifer Asenas, Abby Bradecich, Chris Brazier, Jody Cormack, Jordan Doering, Terrence Graham, Neil Hultgren, I-Hung Khoo, Craig Macaulay, Panadda Marayong, Hojin Moon, Henry O'Lawrence, Jessica Pandya, Danny Paskin, Jessica Robinson, Norbert Schürer, Marshall Thomas.

1. Approval of the agenda **M/S/A**
2. Approval of the minutes from the February 14 meeting **M/S/A**
3. Announcements
4. Confirmation and/or Election of liaisons to standing committees reporting to CEPC
 - a. University Library Committee Liaison: vacant, until the University Library Committee reconvenes.
5. Updates on events and plans regarding new general education policy
 - a. The survey will be distributed to faculty and students the week of March 5th. By mid-March, we will assess the survey results and begin to hold forums after spring break. CEPC, GEGC, and the Academic Senate executive board will work with the information to begin drafting a GE policy before the end of the semester.
6. Proposed Bachelor of Arts degree in Spanish Option II: Interdisciplinary Studies from the Department of Romance, German, Russian Languages and Literatures (Associate Dean Dan O'Connor, College of Liberal Arts; Professor Markus Muller, Chair, Department of Romance, German, Russian Languages and Literatures)



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- a. **Overview:** The Modern Language Association finds that although the number of students declaring foreign language as their first major has decreased, they have found that there is an increase in foreign language as second major. Currently, the structure of the Spanish option dissuades students from taking it as a second major. The proposed BA in Spanish Option II should make it more attractive as a second major. The proposal is innovative because students will be able to double-count units from other departments where there is common course content (e.g. history of French revolution). The integrity of the major will remain intact as students are required to take the Spanish core. The proposal has strong support from the department, the CLA Dean's office, and Bron Pellissier.
- b. **Question:** If you are a heritage speaker, the major is only 21-24 units? **Answer:** We are a Hispanic serving university and we would like to increase the number of heritage speakers to take this as a second major. They would enter at the 250, 300 level. Having a second major in Spanish would give students a competitive edge in Southern California job market.
- c. **Comment:** This is a great idea. There are a lot more opportunities and partnerships at the university. **Response:** Agreed, but it was important to get the proposal through, so we went to the obvious departments in the CLA first.
- d. **Question:** Could I do this as a first major, and then minor in journalism using the same classes to double-count? **Answer:** Yes.
- e. **Question:** There are a lot of the courses that you're listing in other departments that have their own prerequisites, will students be able to take these courses without the prerequisites? **Answer:** We ran all these courses by the chairs of the departments and they agreed to allow students in to the courses.
- f. **Question:** What were the criteria for picking the courses? **Answer:** We looked for courses where there was content overlap. We then negotiated with department chairs to make sure students did not have to fulfill the prerequisites to take the courses. We are really looking at it as a second major, so the prerequisites should not be a problem. But if this is someone's first major, the interdisciplinary nature of the major may not be an advantage.
- g. **Comment:** What is the rationale for the different discipline areas from which students will take 15 units? **Answer:** ~~The~~We reached out to all



programs in CLA first. We were trying to sell the concept to currently existing students in CLA majors by removing the third language requirement. That was the disincentive and it is why we have a second option. We don't count English as a second language. So if you want to major in Spanish, you also need ~~another~~ a language other than English. There are good reasons to keep the option that includes a third language: ~~f.~~ For example, those students who are in a credential program and need a third language to give them a competitive edge. Also, it is good for students who want to go on and get an MA or PhD to have a third language. But we realized that the third language was also a gatekeeper.

- h. **Question:** Should students consult the advisor in their first-major discipline or the Spanish undergraduate advisor? **Answer:** Students should meet with both.
 - i. Motion to waive the first reading. **M/S/A**
 - j. Motion to approve the proposal and recommend to AS with the change regarding the undergraduate advisor sentence. **M/S/A.**
- 7. Proposed Master of Arts in Human Experience Design Interaction from the Department of Design (Associate Dean Margaret Black, College of the Arts; Professor Martin Herman, Chair, Department of Design; Professor Heather Barker, Department of Design)
 - a. **Overview:** Department of Design had a review of acceptance to offer a graduate program. We want to develop a cohort in a practice area. Leveraging design thinking and other methodology to test and create systems, products, and spaces for people.
 - b. **Question:** The narrative description in the catalog begins by saying who the program will serve and then what you learn in the program. It may be more effective to reverse the order. **Response:** We would be happy to reverse the order.
 - c. **Question:** 6 units of 698: is it a project or a thesis? **Response:** It is a project that is individual work that is visibly or physically tangible. That project will also have a written component, per accrediting board standards.
 - d. Motion to waive first reading: **M/S/A**
 - e. Motion to approve the proposal and recommend to the Senate. **M/S/A.**



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8. Presentation about the WAC Alternative option among the recent GVAR proposals (Professor John Scenters-Zapico, Department of English, and Director, Writing Across the Curriculum Program)
- a. **Overview:** The WAC alternative option would require teachers in all majors become involved in writing in the classroom. The advantages of this option are: (1) it keeps students within 120 credits, (2) upper-division existing classes would incorporate informed writing instruction, which means students would write 2,500 words, have opportunities to revise based on feedback, (3) it would allow for discipline specific writing, (4) the writing requirement could be achieved in two courses.
 - b. **Comment:** I teach a 5,000-word course. What is the status of that course given the changes to GE? **Response:** The executive order is clear that we can institute ~~can have~~ graduation requirements as long as they don't interfere with 120 units. B, C, D can also be writing intensive classes. Capstones as a requirement may be going away, but the classes will not. We may have a signature experience requirement, but category F in its current form is going to go away.
 - c. **Comment:** For option 1, what if a student gets a D in the upper-division courses? Do they have to appeal? **Response:** Yes, the student would have to appeal.
 - d. **Comment:** If the intent is to improve the writing skill of the student, would we not want the student to earn a B? Does it have to be by policy a C? **Response:** We could, but we would not want to hinder student progress towards graduation. **Response:** This is a perfect example of when graduation initiatives come into conflict with the quality of a class, if the only reason we would not want to require a B is that it will slow down graduation. We are giving up quality for speedy.
 - e. **Comment:** There is one major assumption unaccounted for here, and that is that EO 665 still requires the GVAR. We still have GVAR *and* can't go over 120.
 - f. **Question:** Assuming that the GPE goes away to avoid going over the 120-unit cap, what would a student need to complete to get into a writing intensive course? **Response:** One challenge with the GPE is that little over 90% pass. We have a lot of students not getting writing instruction until they are in writing intensive courses. What could take its place would be two courses in the student's major where they would receive



instruction in whatever is a valuable writing experience. In this way, we will have 100% students getting informed writing instruction.

- g. **Comment:** Many students who have taken the GPE have been in lower-division writing classes, but a lot of the A1 category classes don't have 2,500 and revisions.
 - h. **Question:** What about international students? They have to meet the GVAR. **Response:** Those students do have the option just to place. – Good instance of getting discipline specific writing instruction. The portfolio option would still be around, but they could get an exception. The original intent of GVAR was to be cross-disciplinary. But this way they would get writing in their classes.
 - i. **Comment:** This option seems to multiply the need for classes that have 2,500 or 5,000 written words to help our students become better writers. **Response:** Yes, we have to offer more of these. Fellows could help within each of the colleges. But we need to consider enrollment issues.
 - j. **Question:** Students who cannot write use more resources. Can you have TAs also assisting in revisions or making corrections? **Answer:** The danger with that is some majors have very little writing. Others have lots of writing. We want to make sure that faculty are the ones providing feedback.
 - k. **Comment:** This alternative proposal includes comprehension, evaluation of materials, etc. in the GVAR policy, but does include poetic forms. If we go with this model, these concepts are not part of the GVAR course work. **Response:** Relevant writing instruction would be decided based on the major and the faculty.
 - l. **Comment:** The question is about modes of intellectual rigor. Everyone should know what good sources in that discipline look like and what analyzing and evaluating different forms of text look like. The question is: what do we want the students to be able to communicate?
 - m. **Comment:** GVAR and GE are intertwined, so the goal of this conversation is to get information and brainstorm for the future.
9. Proposed Certificate in Geography and Security in the Department of Geography (Professor Paul Laris, Chair, Department of Geography; Professor Unna Lassiter, Department of Geography)



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- a. **Overview:** Received an Office of the Director of National Intelligence grant to help diversify the pool of applicants to intelligence agencies in Washington. It was a five-year program. The idea was that it was seed money to start another type of program. This certificate would promote the idea that students are ready to work in intelligence agencies or private sector.
- i. **Question:** Is it only open for students who are current students?
Response: you could come back and complete it.
 - ii. **Question:** If the student comes back for the certificate, unless the program meets the requirement that it leads to employment, they will not be eligible for financial aid. You have to certify and prove that that is the case. **Response:** We are happy to accommodate.
 - iii. **Question:** One of the populations you claim may be interested in this certificate are veterans, but the units will not count as coursework that the VA will fund because it does not count toward the major. If it was a minor, the units from the coursework would count. **Response:** There are plenty of students who need courses to fill. Can you have a minor and a certificate in the same thing?
 - iv. **Question:** Do you want this to be a certificate or a minor?
Response: At this time, we are unsure what would best address the need.
 - v. **Comment:** In the prerequisites section, please specify which courses would substitute for GEOG 200.
 - vi. **Comment:** Proposal needs to list prerequisites for courses.
Response: Students will be able to take it without the prerequisites. There is a way to manually permit.
 - vii. **Comment:** In the prerequisites section, JAPN or CHIN 202 are the proper designations for the courses not AAAS.
 - viii. **Question:** Can you explain the logic or requiring either geo-spatial techniques or languages? **Response:** Both skills are skills that are good to have because there is not chance to get it at the graduate level. Either one would be good in different ways.
 - ix. **Question:** Of the three options, it should be just "or" not "and/or." If it is "and/or" the units do not add up correctly.



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- x. **Comment:** In "Geospatial or Language" section, the total number of units should be a range since some courses are four-units. The total for the degree should also show the range.
 - xi. **Comment:** On page three is the phrase "due to its interdisciplinary . . . most students." It seems like you have assumed that "most students" are CLA students, but this document needs to reflect any student at CSULB. Perhaps you could say "most students in CLA fields" instead.
 - xii. **Comment:** There is language in the section on Catalog description that should be moved to the justification
 - xiii. Committee would to review this proposal again for a second reading at our next meeting to resolve some of the issues related to a certificate or minor and whether or not students would be eligible for financial aid.
- b. Feedback on GE survey – Five different models and components of different models. Current model A-E Category EO 1100. GE
- i. **Discussion:** Presentation of the survey that will be given to students and faculty. Options A and B would be "fixes" to our present GE system. Options C and D would take more time because they are significant changes. Provost is prepared to argue for more time, if we decide that we want to make significant changes to the GE structure.
 - 1. **Comment:** Should say major, not concentration.
 - 2. **Question for the committee:** Should we include a question that asks for responses based on what GE would look like in an ideal world vs. what is doable with our students? **Response:** Perhaps that adds a layer of complexity that we may not presently need.
 - 3. **Comment:** It should read "values" rather than "value."

10. Adjournment at 4:00pm.