



CALIFORNIA STATE UNIVERSITY, LONG BEACH  
**General Education Governing Committee**

**Minutes**  
February 12, 2018

2:00pm – 4:00pm – Office of the President Conference Room, BH-302

Members Present: Edwin Achola, Ming Chen, Colleen Dunagan, Beth Eldon, Gabriel Estrada, Kerry Johnson, Duan Jackson, Mary McPherson, Josh Palkki, Cheryl Rock (Secretary), Ruth Piker (Chair), Hema Ramachandran, Danny Thompson, Tiffini Travis (Vice-Chair), Daniel Whisler, Cory Wright, Lori Baralt, Mark Williams, Danny Paskin, Reddy Sabine, Jordan Doering

Guests Present: Marshall Thomas, Student Services; Peter Kreysa, Chair of Consumer Affairs; Norbert Schurer, Chair of Academic Senate

- I. The meeting was called to order to at 2:04pm
- II. Approval of Agenda –
  - A. Time certain's added to CAFF courses at Chair's request
  - B. **(M)** Williams **(S)** Eldon; agenda unanimously approved
- III. Approval of Minutes: GEGC Minutes from 1-22-18 posted on BeachBoard
  - A. **(M)** Eldon **(S)** Williams; minutes unanimously approved
- IV. Announcements and Discussions
  - A. Motion to Deny, Table, and Postpone
    - i. Chair Piker clarified how to deny a proposal in accordance with Robert's Rules of Order, in addition to what is the difference between tabling and postponing a proposal
      1. A motion to postpone is a motion to postpone the discussion of the proposal to a later date; a motion to table a proposal is to place it on hold, as is, for the time being, and to deny a proposal, the committee must move to approve a proposal and then vote against the motion
  - B. GEGC Website and FAQs
    - i. Mary McPherson reviewed GEGC Website FAQs draft with committee
      1. Requested GEGC review FAQ draft and come with feedback to next GEGC meeting
      2. Once GEGC FAQs are agreed to by committee, members should disseminate information to colleagues throughout the University; possibly presenting to Academic Senate to further discussion and distribute FAQs

### C. Recertification guidelines

- i. GEGC Vice-Chair Tiffini Travis reviewed possible CSULB GE Recertification Models with committee
- ii. Model #1: GE Committee develops and conducts assessment of Student Learning Outcomes (SLOs) across departments
  1. Pros: Less work for faculty
  2. Cons: Potentially a lot of work for GE Committee; validity of results may be suspect
- iii. Model #2: Annual Reporting of SLO data (by faculty)
  1. Pros: Digital submission is easy to analyze; qualitative and quantitative results
  2. Cons: Rubric evaluation is more time consuming for GE Committee
- iv. Issues for CSULB
  1. GE Assessment Committee must be developed in accordance with EO 1100
  2. Volunteers to assist with writing new recertification action plan and processes are needed
  3. Possibility to develop GE Assessment Taskforce within GEGC
  4. Possible timeline would be to begin this process in Fall 2018

### V. Current Business:

A. To be Untabled: None

B. New Submissions:

- i. DANC 442 Dance and Social Identity in the United States - **Tabled**
  1. Posted on BeachBoard/2017-2018 Courses
  2. Continuing: Integrative Learning (F), Writing Intensive (F), and Human Diversity
  3. Request for The Arts (C.1) and U.S. History (D.1.a)
  4. Discussion:
    - a. Course has four primary skills listed because of specific requirements for the specific primary skills required
    - b. Committee asked COTA committee member how the GE designations would be used; COTA member answered that this course will help Dance majors graduate in a timely manner in regards to changes in EO 1100
    - c. Committee member noted that the recertification assessment for this course will be immense due to the four primary skills required of GE designations
    - d. Committee member noted that this is one of the few classes where a number of GE categories selected actually works with the content; committee member noted that the course does not seem forced to meet GE categories
    - e. Committee member questioned if course truly meets D.1.a CSULB GE policy; Committee reviewed U.S. History (D.1.a) GE policy, discussion ensued regarding if course meets spirit of the U.S. History (D.1.a) GE Policy

- f. Committee member noted that although this course may not be a traditional U.S. History course, this course will serve students in meeting the Upper-Division Category D Requirement found in EO 1100
  - g. Committee member noted that this course is a better fit for meeting D.2. GE Category instead of D.1.a, and the course faculty should consider this course for D.2. instead
  - h. Committee member noted that this proposal should either meet all sub-points required for U.S. History (D.1.a) GE policy or meet requirements for D.2.; committee member noted that revision will be needed regardless
  - i. Committee member noted that there are many forms of pre-colonial dances that could be studied in the course before delving into colonial American dance history
  - j. Some committee members agreed that the proposal does meet C.1. Art GE Category very well.
5. Recommendations:
6. **This item was tabled due to the Timer Certain for CAFF proposals, committee did not return to discussion due to time constraints**
- ii. ART 311 Writing about Visual Arts -
- 1. Posted on BeachBoard/2017-2018 Courses
  - 2. Continuing: Integrative Learning (F), and Writing Intensive (F)
  - 3. Request for The Arts (C.1)
- iii. *TIME CERTAIN 2:40*. CAFF 223 Personal and Family Financial Management -
- Postponed with recommendations and full committee review**
- 1. Posted on BeachBoard/2017-2018 Courses
  - 2. Continuing: Lifelong Learning and Self-Development (E)
  - 3. Request for Mathematics/Quantitative Reasoning (B.2)
  - 4. Discussion:
    - a. Peter Kreysa introduced the proposal to the committee
    - b. Committee member noted that this course does not seem to incorporate many mathematical computations within the course
    - c. Committee reviewed SCO and examples therein relating to the mathematical computations within the course
    - d. Committee member recommending teaching more mathematical computations within the course to fully meet GE Category B requirements
    - e. Committee member noted that course content assumes a student already has some degree of mathematical knowledge, which teaching mathematical knowledge should be the purpose of a B.2. course
    - f. Committee member noted that the B.2. GE Category is a foundation level course, teaching mathematical computations that are used throughout the rest of their college career; member does not believe this proposal meets that standard
    - g. Committee member noted that this course would replace the B.2. course that students are currently required to complete before taking this course; course must teach the basic B.2. level of mathematical concepts that this course is requesting to replace

- h. Committee member recommended including a chart that lists how essential skills meet SLOs with specific course content
- 5. Recommendations:
  - a. GEAR form must be revised to show that it is requesting to continue on Self-Development (E)
  - b. Committee requested more teaching of the computation of the mathematical concepts in addition to the application of mathematical concepts
  - c. Add a basic math component to the course
  - d. On page #4 of the SCO, each essential skills listed on the GE webpage must include both content based outcomes as well as SLO in both SCO and course syllabus related to the specific essential skills
- 6. **Motion to postpone proposal; (M) Wright, (S) Baralt; approved unanimous**

iv. *TIME CERTAIN 2:40.* CAFF 425 Personal Financial Planning and Analysis -

**Postponed with recommendations and full committee review**

- 1. Posted on BeachBoard/2017-2018 Courses
- 2. New to General Education
- 3. Request for Mathematics/Quantitative Reasoning (B.2)
- 4. Discussion:
  - a. Peter Kreysa introduced the proposal to the committee
  - b. Committee discussed that need for Upper-Division Category B courses
  - c. Committee member questioned if CAFF 223 would continue being a prerequisite; Dr. Kreysa answered no CAFF 223 would not be a prerequisite
  - d. Committee member questioned if CAFF 425 is a more advanced course compared to CAFF 223; committee member noted that SCOs look very similar
  - e. Committee member questioned if this course must include computation to meet upper division B.2. GE requirement
  - f. Committee member noted that this course does teach Quantitative Reasoning as outlined in SCO regardless of explicit SLOs regarding computation
  - g. Discussion ensued regarding what differentiates a lower-division course from an upper division course, particularly with the B.2 category. The B.2 category requires basic computational skills. Should upper division B.2 courses require more advanced computational skills?
- 5. Recommendations:
  - a. Committee member recommended including a chart that lists how essential skills meet SLOs with specific course content
  - b. Prerequisite of GE Foundation completion must be added to both GEAR and SCO forms
  - c. Category E description must be erased from SCO form
  - d. Each essential skills listed on the GE webpage must include both content based outcomes as well as SLO in both SCO and course syllabus related to the specific content taught in the course
- 6. **Motion to postpone proposal; (M) Williams, (S) Estrada; 12 approve, 4 opposition, no abstentions**

- v. ART 333 The Global Art Scenes
  - 1. Posted on BeachBoard/2017-2018 Courses
  - 2. Continuing: Interdisciplinary (F) and Global Issues
  - 3. Request for The Arts (C.1) and Social Sciences & Citizenship (D.2)

- vi. DANC 342 Global Cultures and Dance Traditions
  - 1. Posted on BeachBoard/2017-2018 Courses
  - 2. Continuing: Interdisciplinary (F) and Global Issues
  - 3. Request for The Arts (C.1)

VI. Future Business: None

VII. Meeting was adjourned at 4:03PM

VIII. Future Agenda/Discussion Items