



CALIFORNIA STATE UNIVERSITY, LONG BEACH

General Education Governing Committee

Minutes

March 23, 2015

2:00pm – 4:00pm – President's Conference Room, BH-302

Please notify a member of the GEGC Executive Committee (Heather.Rae-Espinoza@csulb.edu, Wendy.Nomura@csulb.edu, Hema.Ramachandran@csulb.edu or Vanessa.Red@csulb.edu) if you are unable to attend.

Attending Members: Chen, Ming (CBA); Doering, Jordan (ASI); Eldon, Beth (CNSM); Estrada, Gabriel (CLA); Golez, Felipe (CED); Hempel-Lamer, Nele (AA); Keely, Beth (CHHS); McPherson, Mary (CLA); Muller, Markus (CLA); Nomura, Wendy (CHHS); Rae-Espinoza, Heather (CLA); Ramachandran, Hema (LIB); Travis, Tiffini (LIB); Wilson, Scott (CLA);

Excused Members: Jackson, Duan (UCUA); Newberger, Florence (CNSM)

Absent Members: Dunagan, Colleen (COTA); Hawkins, Brad (CLA); Li, Guotong (CLA); Nguyen, ThucDoan (CBA); Shehab, Tariq (COE); Wu, Xiolong (COE)

Guests: Scenters-Zapico, John (WAC)

- I. Call to Order: 2:04pm
- II. Approval of Agenda: unanimously approved 2:04pm
- III. Approval of Minutes: GEGC Minutes posted on BeachBoard – No previous minutes due to workbook activities.
- IV. Announcements: We haven't received any updates on tabled courses. We will be reviewing 4 new courses.
- V. Course Reviews
 - a. Old Business
 - i. **R/ST/WGSS 303: Queer Spirit - Tabled**
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Capstone: Writing Intensive; Lifelong Learning & Citizenship
 4. Discussion: See 2/23/15 minutes
 5. **No updates provided as of 3/17/15**
 - ii. **R/ST 313A: Introduction to Nahuatl Language and Ancient Mexican Codices - Tabled**
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Humanities: Philosophy
 4. Discussion: See 2/23/15 minutes
 5. **No updates provided as of 3/17/15**
 - iii. **ECON 301: Economics of Public Issues**
 1. Posted on BeachBoard/GE Course Proposals Fall 2014, AY 2014-2015
 2. New to General Education

3. Approved for Social Sciences & Citizenship; Capstone: Advanced Skills
4. Request for Writing Intensive tabled
5. Discussion: See 2/23/15 minutes
6. **No updates provided as of 3/17/15**
- iv. **A/ST 393: Japan: Continuities and Transformations - Tabled**
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Capstone: Interdisciplinary, Writing Intensive
 4. Discussion: See 2/9/15 and 2/23/15 minutes
 5. **No updates provided as of 3/17/15**
- v. **ITAL 345: Italian American Culture**
 1. Posted on BeachBoard/GE Course Proposals Fall 2014, AY 2014-2015
 2. Existing to General Education
 3. Approved to continue Capstone: Interdisciplinary; Social Sciences & Citizenship and add Human Diversity
 4. Request Writing Intensive tabled
 5. Discussion: See 2/23/15 minutes
 6. **No updates provided as of 3/17/15**
- vi. **PHIL 351: Political Philosophy - Tabled**
 1. Posted on BeachBoard/GE Course Proposals Fall 2014, AY 2014-2015
 2. Existing to General Education
 3. Request to continue Humanities: Philosophy; Capstone: Interdisciplinary
 4. Request to add Capstone: Writing Intensive
 5. Discussion: See 11/24/14 minutes
 6. **No updates provided as of 3/17/15**
- vii. **ASAM 121: Contemporary Issues in Asian America**
 1. Posted on BeachBoard/GE Course Proposals Fall 2014, AY 2014-2015
 2. Existing to General Education
 3. Request to continue Social Science & Citizenship
 4. Request to add Human Diversity
 5. **No updates provided as of 3/17/15**
- viii. **AIS/FEA 450: American Indian & Indigenous Cinema**
 1. Posted on BeachBoard/GE Course Proposals Fall 2014, AY 2014-2015
 2. New to General Education
 3. Request for Explorations: The Arts; Human Diversity
 4. **No updates provided as of 3/17/15**
- ix. **PHIL 405: Philosophy in Literature**
 1. Posted on BeachBoard/GE Course Proposals Fall 2014, AY 2014-2015
 2. Existing to General Education
 3. Request to continue Humanities: Philosophy; Capstone: Interdisciplinary
 4. Request to add Capstone: Writing Intensive
 5. **No updates provided as of 3/17/15**
- x. **PHYS 390: Exploring Physics Teaching**
 1. Posted on BeachBoard/GE Course Proposals Fall 2014, AY 2014-2015
 2. New to General Education
 3. Request for Lifelong Learning & Self Development; Capstone: Writing Intensive, Integrative Learning
 4. **No updates provided as of 3/17/15**
- xi. **HIST 305: Creating a Digital Past - Tabled**
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education

3. Request for Capstone: Advanced Skills; Global Issues
4. Discussion: See 2/9/15 minutes
5. **Pre-requisite continues as of 3/17/15**
- xii. **HIST 465: Seeing Latin America - Tabled**
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Capstone: Interdisciplinary, Advanced Skills, Writing Intensive
 4. Discussion: See 2/9/15 minutes
 5. **No updates provided as of 3/17/15**
- xiii. **HIST 434: Medieval Spain: Conflict and Coexistence - Tabled**
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Capstone: Writing Intensive
 4. Discussion: See 2/9/15 minutes
 5. **No updates provided as of 3/17/15**

b. New Business

- i. BIOL 412: Advanced Evolutionary Biology
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Capstone: Writing Intensive
 4. Discussion:
 - a. The department needs to submit a new GEAR form.
 - b. The Director of Writing Across the Curriculum would like to see how writing is incorporated in to the course. There are assignments that are described, but the process of writing (with feedback and revision) is missing from the SCO.
 - c. The committee feels that the intention of revision is within the course and that the instructor could provide revisions of the individual assignments to improve the students writing.
 - d. The policy states: “The writing component is integrated throughout the courses or may be a cumulative report or project that incorporates regular opportunities for revision, ongoing evaluation, and feedback throughout the semester.” The committee agrees that the course is doing both.
 5. Recommendations: Move the breakdown of the graded components to student modes of assessment and new GEAR form.
 6. Motion to approve pending recommendations above – unanimously approved
- ii. BIOL 447: Molecular Plant Physiology
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Capstone: Writing Intensive
 4. Discussion:
 - a. The grading breakdown needs to be put on the SCO.
 - b. This course has the weekly writing assignments, but no big culminating assignment. There is also no writing component in the weekly schedule.
 - c. The course is much more informal when it comes to writing. It doesn’t explicitly state that writing, as a process will be taught.
 - d. The writing is developed through weekly writings that will include a sentence of the week for the students to revise.

5. Recommendations: Update the breakdown of the graded components to student modes of assessment and new GEAR form.
6. Motion to approve pending recommendation above – unanimously approved
- iii. MATH 303: Reflections in Space and Time
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Foundations: Math; Capstone: Interdisciplinary, Writing Intensive
 4. Discussion:
 - a. Courses cannot both be foundation and capstone courses. Foundation courses can only be numbered 100-299. (GE Policy 3.5.7)
 5. Motion to Table – unanimously approved
- iv. MATH 309: Complexity and Emergence
 1. Posted on BeachBoard/GE Course Proposals Spring 2015, AY 2014-2015
 2. New to General Education
 3. Request to add Foundations: Math; Capstone: Interdisciplinary, Writing Intensive
 4. Discussion:
 - a. Courses cannot both be foundation and capstone courses. Foundation courses can only be numbered 100-299. (GE Policy 3.5.7)
- v. GE Policy Discussion
 1. Global Guidelines (8.2)
 - a. Students are required to complete at least three (3) units of course work from any category devoted to the study of global issues or world societies and cultures. These courses must be designed to introduce students to cultures and places beyond the boundaries of the United States.
 - b. To qualify for the Global Issues designation in General Education, the course must meet one (1) of these three (3) criteria:
 - i. Have as its central focus the world as a whole as its field of inquiry;
 - ii. Engage in a sustained and systematic analysis of global processes within the context of one world region (broadly defined) outside the United States that compares how these processes operate differently within and across that region;
 - iii. [In defining world regions, curricular content must demonstrate a global impact of issues being addressed.]
 - iv. Engage in a sustained and systematic comparison between at least two major world regions or significantly distinct societies, at least one of which must be outside the United States.
 - c. Discussion:
 - i. It might be best to add in an example that would better help explain the category.
 - ii. The committee thinks it would be nice to have the Global Leap outcome put on the GE website.
 2. Lifelong Learning Guidelines (7.9) – Guidelines not reviewed
 3. Human Diversity Guidelines (9.3)
 - a. Human diversity presents current and course appropriate theoretical understandings of the nature of human diversity in the United States of America.
 - b. Courses qualify for Human Diversity must address the following:
 - i. Comparative issues of race and ethnicity in the United States
 1. Course must address at least two of the following: African Americans, Native Americans, Chicana(o)/Latina(o)

Americans, Asian Americans, Pacific Islander American, and Middle Eastern Americans.

- ii. Comparative issues of gender in the United States
- iii. Include one or more additional markers of social difference (such as: special needs, age, class, disability, sexual orientation, and gender identity, language, religion, and other distinctions that reflect the diversity of the United States of America.

c. Discussion:

- i. Clarifying the issues of gender to ensure that there are three markers of comparison for this category.
- ii. Does the course need to do all 4-5 required issues need to be integrated throughout the semester or can the course address specific issues at specific times?
- iii. Maybe have frequently concerned questions with common concerns for each category for the departments to view.

VI. Adjournment

VII. Future Agenda/Discussion Items