



CALIFORNIA STATE UNIVERSITY, LONG BEACH

General Education Governing Committee

Minutes

October 14, 2013

2:00 – 4:00 p.m. – Family and Consumer Sciences (FCS) Building Room 108/110

Please notify a member of the GEGC Executive Committee (peter.kreysa@csulb.edu, Vanessa.Red@csulb.edu or Keith.Freesemann@csulb.edu) if you are unable to attend.

Attending: Beyer, Christiane (COE); Dunagan, Colleen (COTA); Eldon, Beth (CNSM); Fenton, Gayle (ADV); Freesemann, Keith (CHHS); Golez, Felipe (CED); Kreysa, Peter (CHHS); Mahoney, Lynn (AA); McPherson, Mary (CLA); Mizelle, Brett (CLA); Nomura, Wendy (CHHS); Rae-Espinoza, Heather (CLA); Ramachandran, Hema (LIB); Richesson, Robin (COTA); Slowinski, Kris (CNSM); Travis, Tiffini (LIB)

Excused: Muller, Markus (CLA); Rezaei, Ali (CED); Yan, Jun (CBA)

Absent: Li, Guotong (CLA); Shehab, Tariq (COE); Soriano, Jorge (ASI)

- I. Call to Order: 2:05pm
- II. Approval of Agenda: The Journalism department submitted their request for JOUR 311 today. We will modify the agenda to add JOUR 311 to the end of the agenda. Unanimously approved
- III. Approval of Minutes: GEGC Minutes (Posted on BeachBoard) – unanimously approved
- IV. Announcements
 - **Please remind your colleagues to develop writing intensive and integrated learning capstone courses!**
 - Reminder: Most GEGC business is conducted electronically via BeachBoard (note you need to select the student tab on the course pane to view documents). Please bring your laptops or print material for meetings.
 - AY 2013-14 GEGC Meeting Schedule
 - Linda Sarbo: Mark Wiley and Linda Sarbo are putting on a variety of faculty workshops. They currently have 18 participants and more faculty members on the waitlist, waiting to participate when they produce the workshops again.
 - Lynn Mahoney: Effective this summer all students who require developmental Math and English will need to participate in Early Start over the summer. This is different from the previous summer where only the lowest quartile of English remediation students needed to take Early Start. This summer we will offer a 1-unit course and a 3-unit course for English.
 - Peter Kreysa: Our 72nd supplement was brought forth to the CEP council and was approved. It was then forwarded to the Provost and approved by him.
 - Keith Freesemann: The CEP council asked us to bring forth the supplement earlier before Spring registration began in order to allow

Enrollment Services enough time to put the courses on the Spring course schedule.

V. Course Reviews:

- Old Business:
 - H SC 440: Applied Concepts in Health Science - **Approved for Writing Intensive and Integrative Learning pending review by the GEGC Chair and Vice Chair**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request for Capstone: Writing Intensive and Integrative Learning
 - Sent back to college to make recommendations by committee
 - Include only one sample syllabus, make sure that the learning outcomes are demonstrated in the syllabus, and include the new form (can attach old signatures page)
 - Discussion:
 - Lynn Mahoney: For Integrative Learning does the department need to add another skill?
 - Mary McPherson: No, they may add another skill, but they do not have to.
 - Linda Sarbo: The department does not indicate the GEAR language in the pre-requisites or the standard course outline
 - Lynn Mahoney: Once the GEAR rule is enacted we will clean up the language and change the entire wording. We will not make Juniors and Seniors complete these. It is likely that we will only require Freshman and Sophomores.
 - Lynn Mahoney: If we are comfortable with the course meeting the writing outcomes, can we ask to approve the course pending the movement of one secondary skill to a primary skill.
 - Linda Sarbo: The SCO clearly outlines the student learning outcomes, but when you review the syllabus it is not clear. Under outcomes they list products, which are not really learning outcomes.
 - Wendy Nomura: That is due to the accreditation for the major. They must write this way in order to keep their accreditation.
 - Lynn Mahoney: What they are missing is a third set of outcomes that we as a committee are looking at.
 - Linda Sarbo: The committee member would like to see SLO's that apply to Written Communication. The concern is that a new instructor coming in to teach the course would ask to see the syllabus (not the SCO) and these Student Learning Outcomes are not reflected in the syllabus.
 - Heather Rae-Espinoza/Colleen Dunagan: Concerned that group writing is not going to be an effective way to teach intensive writing and that students will not receive individualized assessment. It is not clear in the proposal how an instructor is assessing each students writing and whether they are going to be performing enough writing in the course.

- **Recommendations:** One more primary skill, integrate the writing outcomes in the SCO into the syllabus, explain how they are accessing individual writing with the group writing, and add GEAR pre-requisites.
 - Motion to approve for Writing Intensive and Integrative Learning pending review by the GEGC Chair and Vice Chair – Unanimously approved
- EDLD 310: Leadership in Educational Contexts - **Approved for Writing Intensive pending recommendations**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request for Capstone: Writing Intensive
 - Sent back to college to make recommendations by committee
 - Find out if there is a course number, has it been approved by the curriculum committee, is it in the curriculum festival and have Linda Sarbo review the course
 - Motion to un-table the course and discuss – Unanimously approved
 - Discussion:
 - Peter Kreysa: Linda Sarbo has confirmed that the suggestions made have been incorporated in to the document.
 - Wendy Nomura: On the Assessment in Course, the department did not fill out the percentages of course grades linked to the SLO or the course number.
 - Lynn Mahoney. They need to update the policy number in the Assessments and Grading System under Description of Assessments.
 - **Recommendations:** Update Description of Assessments under Assessments and Grading System (fill in percentage number and update GE Policy number)
 - Motion to approve for Writing Intensive with the above recommendations – unanimously approved
- CWL 205: Digital Literature: New Media Narrative & Poetics – **Tabled until revisions are made**
 - Guest: Jordan Smith
 - Time Certain: 3:00 pm
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request for Explorations: The Arts (C1) and Humanities: Literature (C.2a)
 - Tabled to invite the department to discuss course with the committee
 - Email discussion between Peter Kreysa and Jordan Smith:
 - **Main points:**
 - Creative components in small homework assignments and option for final project (creating online using simple design program from Eastgate, or paper-based "hypertextual literature")
 - Emphasis on digital literature as innovation, invention, discovery, creativity
 - Acquire competencies in processing multimedia materials
 - Assignments require "leaps of thought" essential to the creative experience
 - All literature is interactive, requiring active selection of choices, "routes" through the text, and many of the texts

- evolve and change as readers make their choices
- Most course texts are synthetic blends of text, audio, visual and interactive hypertext, requiring students to think across typical bounds of media and genres
- **Overview:**
 - While not all courses cross boundaries between C1 and C2a, Digital Literatures and Cultures is one that truly does. The entire course is designed around interactive learning, and students will engage with creative projects in regular homework assignments and in class (composing concrete poetry, algorithmic poetry, hypertextual narrative, group creative writing).
 - To facilitate this, we have reserved one of the new "Active Learning Classrooms" to facilitate this. Students sit in groups with a computer they share, and these computers are connected to a central control computer. Group tables are arranged around the center desk module where the professor can interact with the groups or with the class as a whole, and as students engage with the online literature, the professor will share their findings and online, hypertextual experiences of the text with the class on the main monitors.
 - The literature itself is highly interactive, with each experience "reading" also requiring active navigation and decision-making to "navigate" the texts. For example, a narrative may unfold differently, present one with different images or audio, or even diverge along different plotlines depending on the choices readers make; also, with digital poetry, the poems actually change, shifting three-dimensionally to present readers with new ideas, images, and experiences as they interact with the computer and the text. This is a different type of course, one that will require students to actively participate in creative interactions with each other and the texts.
- Discussion:
 - Lynn Mahoney: In the act of reading the text, the student is recreating the text.
 - Jordan Smith (Guest, CWL): Students spend a lot of time becoming storytellers by enacting with these texts. The students are not just looking at text; they are also looking at art with text.
 - Robin Richesson: The committee member's concern is if the course is specifically analyzing, or commenting on and contextualizing the visual arts.
 - Jordan Smith: Part of the regular analysis for CWL regularly includes, art and literature or music and literature.
 - The committee member would like to see the proposal explicitly express the imagery aspect.
 - Lynn Mahoney: The policy for the GE Arts designation states: "Instruction approved for the fulfillment of this requirement should

cultivate intellect, imagination, sensibility, and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through student great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music..." This seems like an arts designation course to the committee member.

- Keith Freeseemann: When the committee member reads the proposal he does not see the art component. Could the department bring the art component to the forefront? Would like to see it brought forth in the title and course description. However, if the department changes the title and course description, it needs to be approved by the Associate Dean so that the course can go through the curriculum festival and be reviewed again.
 - **Recommendations:** Bring forth the art component more explicitly in the title, course description and assessment.
 - Motion to table – unanimously approved. Department will submit revised drafts to Robin and the Chair to be reviewed before it is brought forth to the associate dean and then the committee.
- JOUR 311: Reporting and Information Gathering – **Tabled for the next meeting**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request for Writing Intensive
 - Tabled to have the department discuss with Linda Sarbo to make GEAR components explicit
- New Business
 - HRM 458: Managing Culture and Cultural Diversity - **Approved for Integrative Learning and Human Diversity with the recommended changes and then reviewed by the GEGC chair**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request for Capstone: Integrative Learning and Human Diversity
 - Motion to approve
 - Discussion:
 - Mary McPherson: The department has not indicated Writing or Intercultural Knowledge as an essential skill. They are not using the same language this committee is used to.
 - Lynn Mahoney: The department should use the university wide standards and wording to be consistent.
 - Wendy Nomura: This is a capstone so the course should have a minimum of 10 pages total writing, but the committee member does not find the page requirement on writing.

- Heather Rae-Espinoza: Committee member was confused about the Human Diversity designation because the course seems half global (first half of course was national, second half was global).
- Recommendations: Update the course objectives using the Essential Skills language and articulate that there is a minimum of 2500 words of writing assignments.
- Motion to approve for Integrative Learning and Human Diversity with the recommended changes and then reviewed by the GEGC chair – unanimously approved

VI. GEGC Question and Answer

VII. Adjournment: 3:47pm

VIII. Future Agenda / Discussion Items

1. Writing Intensive Capstone Fastrack
2. Department GE Assessment