



CALIFORNIA STATE UNIVERSITY, LONG BEACH

General Education Governing Committee

Minutes

October 28, 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.

- I. Call to Order: 2:04pm
- II. Approval of Agenda: Amendment of agenda to move Policy recommendations from the curriculum taskforce to the beginning of the meeting. –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 enter as a **student**). Please bring your laptops or print material for meetings.
 - AY 2013-14 GEGC Meeting Schedule
- V. Course Reviews:
 - Old Business:
 - JOUR 311: Reporting and Information Gathering – Approved, pending recommendation changes
 - 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
 - Moved to un-table the course
 - Discussion:
 - Hema Ramachadran: Surprised that the department did not check Information Literacy as an essential skill.
 - Peter Kreysa will ask the department if they would like to add Information Literacy as an essential skill (primary or secondary).
 - Robin Richesson: Did not see the writing and feedback review explicit in the syllabus.
 - Wendy Nomura: Concerned about the point's value for the Final Reporting Quiz and pop quizzes (20-50 points). The department should report total points and not a range.

- Recommendation: General Grading Structure: Final Reporting Quiz & Pop Quizzes → change to a total point, not a range; Identify writing revisions/feedback on syllabus as an explicit date (is this in the writing boot camps or does this occur in another sense); consider Information Literacy as another essential skill.
 - Motion to approve JOUR 311 for Writing Intensive pending recommendations sent to GEGC Chair to be reviewed and then approved – unanimously approved.
- New Business
 - Policy Recommendations from the Curriculum Taskforce
 - Posted on BeachBoard/GEGC Resources
 - Discussion:
 - Lynn Mahoney: Curriculum Taskforce was formed to look at curriculum due to the CO's mandate to get all majors down to 120 units. This is co-chaired by Lynn Mahoney and Cecile Lindsay. The taskforce was made up of faculty, Cathy Beane. Each committee member looked at 2-3 CSULB majors and compared them to other comparable majors at comparable universities. It became apparent that CSULB's majors have a large amount of units. The taskforce came up with three recommendations:
 - Degree Requirements
 - CSULB has majors that are 120 units and there are many majors that students have not completed within that unit limit.
 - Minors
 - Reduce the amount of units for minors to a minimum of 15 units from 18 units.
 - General Education Revisions:
 - Allowing for a GE program that was more learning based
 - Think about a GE policy that allows flexibility between majors
 - Discussion:
 - Keith Fresseman: this opens up the policy and make it more flexible. How will the department show that they are accessing the Student Learning Outcomes and essential skills?
 - Wendy Nomura: The department would have to come forward in a process similar to the GE proposal in place now. The department could show in a specific course that they meet these requirements.
 - Kris: What was reason for not doing this before?
 - Lynn: When GE policy was created many years ago the university felt that students needed a larger breadth requirement to be a well-rounded liberal arts student.
 - Robin: What would be the next step for a department who felt that their major fit certain GE category within the culmination of their major?
 - Lynn Mahoney: The department would submit the appropriate paperwork to show that the course met the Student Learning outcomes.
 - Brett Mizelle: What does this do to the complexity of GE? We will have a longer list of GE classes for students to choose from and how difficult will this become to navigate?
 - Mary McPherson: Is there any information on how they deal with changing majors and assessing GE outcomes?

- Lynn Mahoney: At previous institution if a student completed GE category they were grandfathered in if they changed their major.
 - Peter Kreysa: What is the timeline for this process?
 - Lynn Mahoney: Sooner, rather than later.
 - Keith Freeseemann: It does not really matter how long it takes the committee to discuss this issue, because it will go through all the other avenues.
- Encouraging the development of thematic, trans-disciplinary concentrations or minors that are designed to meet GE learning outcomes
- Discussion:
 - Lynn Mahoney: Creating pathways to accomplish more in fewer units.
 - Robin Richesson: Concerned that students taking a thematic GE pathway would not get to start their prep classes for major if they decide to change their major.
- Eliminating the GE Category E “Lifelong Learning” requirement because all of our degree programs build to that outcome. This reduces the required GE units to 45
- Discussion:
 - Wendy Nomura: There are about 55 courses in this GE designation. Some of these courses are also crosslisted as other designations.
 - Definition of Category E on the GE website: The following courses facilitate understanding of the human being as an integrated physiological, social, and psychological organism.
 - Keith Freeseemann: Thinks the impact of eliminating category E would be minimal.
 - Brett Mizelle: Out of the 55 courses, 21 are designated as Category E only for the Spring 2014 semester.
 - Peter Kreysa: Would we direct the departments to decide which category the courses would be directed to?
 - Keith Freeseemann: In previous GE Policy revisions where categories were eliminated the committee worked with the departments and colleges to direct the courses to new categories. Recognize that category E is already present in majors.
 - There are two definitions found for category E, one on the GE website and another given by AAC&U. The committee could be tasked with deciding which definition would be used.
- Keith Freeseemann: Thought this policy change would be developed by a degree completion whereas from Lynn Mahoney she attributes it to attach a course to the Category.
- Next steps toward policy recommendation:
 - Designate a time certain of discussion so that committee can address other issues.
 - Designate bullet points to be discussed through each meeting.
 - Distribute policy recommendations among the departments for discussion and questions to be brought forth to the GEGC.
- Writing Intensive Guidelines – Revision to text for addressing library research

- Hema Ramachandran: Would like to have departments think about library information research when proposing a new Writing Intensive course to the GEGC and address this in their narrative in the same manner they will be asked to address group work vs. individual writing.
- Peter Kreysa: Have Linda Sarbo and the GEAR committee to review this suggestion.
- Keith Freeseemann: The GEAR committee would review the statement from Tiffani and then recommend to the GEGC to review this addition to the Writing Intensive guidelines to be adopted. The GEGC committee would then discuss this addition to the guidelines to see if they would like to add this statement.

VI. GEGC Question and Answer

VII. Adjournment

VIII. Future Agenda / Discussion Items

1. Writing Intensive Capstone Fastrack
2. Department GE Assessment