



CALIFORNIA STATE UNIVERSITY, LONG BEACH

General Education Governing Committee

Minutes

December 9, 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); Nomura, Wendy (CHHS); Rae-Espinoza, Heather (CLA); Ramachandran, Hema (LIB); Richesson, Robin (COTA); Yan, Jun (CBA)

Excused: Mizelle, Brett (CLA); Muller, Markus (CLA); Rezaei, Ali (CED)

Absent: Li, Guotong (CLA); Shehab, Tariq (COE); Slowinski, Kris (CNSM); Travis, Tiffini (LIB)

Guests: Sarbo, Linda (GWAR); Laris, Paul (CLA); Sathianathan, Dhushy (COE)

I. Call to Order: 2:06pm

II. Approval of Agenda – Keith Freesemann: point of clarification – Engineering added two more courses, is this on the agenda? Peter Kreysa: COE submitted a website of the course proposals and we will just go off the website.

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
 - Fall 2013: September 9, September 23, October 14, October 28, November 11 (No Meeting/Veterans Day), November 25, & December 9
 - Spring 2014: February 10, February 24, March 10, March 24, April 14, April 28, & May 12 (if needed)

V. Course Reviews:

- Old Business
 - **Baccalaureate Degree Unit Limits: Critical Thinking and COE Discussion**
 - Posted to BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014

- Time Certain: 2:00pm-2:15pm
- Discussion:
 - Dhushy Sathianathan: The College is asking for Critical Thinking to be embedded in the major. This is not a new issue. Many other campuses have this category embedded in the major. There is an opportunity to think of critical thinking as an integral part of the major. There are 32 units for math and science courses required, 42 units of general education and around 60 units of engineering courses that students must take.
 - Wendy Nomura: Does the college want an exception of the category?
 - Dhushy Sathianathan: The College does not have an issue with either way the committee decides to go, attributing to a course or recognizing as being embedded in a major.
 - Lynn Mahoney: Move to accept the idea that Student Learning Outcomes are a critical integration to the College of Engineering and met by the completion of a degree in Engineering.
 - Heather Rae-Espinoza: Why would you not want to tie critical thinking to a course?
 - Lynn Mahoney: this is the next conversation we will need to have of how this will be implemented.
 - **Approved with one abstention**
- **Engineering Course Proposals - Approved**
 - Course Proposals: <http://www2.csulb.edu/colleges/coe/ecm/>
 - Guest: Dhushy Sathianathan
 - Time Certain: 2:15pm-2:45pm
 - Guest: Dhushy Sathianathan
 - Discussion:
 - Lynn Mahoney: Approval for the suite of COE courses for Integrative Learning Capstones. Each of these courses completes the same category in each of the different majors. The second conversation we will have will be to discuss is whether COE has Critical Thinking embedded in the major.
 - Heather Rae-Espinoza: Question about Integrative Learning vs. Interdisciplinary.
 - Lynn Mahoney: Integrative Learning is a majors only course whereas Interdisciplinary is open to all students.
 - Dhushy Sathianathan: COE is proposing courses to be integrative capstone classes. Each class has all of the essential skills that the GEGC is looking for in this type of category. All of these courses do these skills pretty well right at this moment but there is an opportunity for the College to improve on these skills and be more accountable on written communication and critical thinking due to accreditation. At maximum students will take 3-6 units of these courses. In order to ensure that these courses meet the minimum standard the department is evaluating the course in a way that is different from how they have done before and embed a writing resource to help the faculty evaluate the written communication aspect of the course. The departments have worked hard to update these classes and their outcomes. In some cases, the course description and syllabus were changed to better serve the outcomes.
 - Questions/Remarks:

- Wendy Nomura: Syllabi were not completely lining up with the Standard Course Outline.
 - Lynn Mahoney: The committee has spent a lot of time on the syllabi and comparing it to the SCO.
 - Dhushy Sathianathan: This is a challenge for the faculty and it will be addressed at the faculty workshops the department will be giving in the next semester.
- Robin Richesson: There were no grading percentages in the Syllabus, but they were there in the SCO for CH E 470. Overall all of the courses seemed to look good.
- Linda Sarbo: It is important that the syllabi align with the SCO, but she does not think it is the GEGC's responsibility to enforce that. She thinks that it is the department's responsibility to ensure the Syllabi and SCO align.
- Felipe Golez: His understanding of SCO is that it is a guideline of how you should teach the course, but allow for flexibility on how you teach.
 - **Motion to approve COE courses as a suite of classes for Integrative Learning and one course for Advanced Skills – unanimously approved**
- **Geography Course Reviews, Guest: Paul Laris, Time Certain: 2:45pm-3:05pm**
 - GEOG 313: Southeast Asia - **Approved**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - Existing to General Education
 - Request to keep Social Sciences & Citizenship, Global Issues and Capstone: Interdisciplinary
 - Request to add Capstone: Writing Intensive
 - Discussion:
 - Paul Laris: There is a whole suite of courses that are approved as interdisciplinary capstones and global. We call everyone together and see who wants to make their course a writing intensive course. Some faculty members did not want to do that due to issues about enrollment or not wanting to grade more writing. The department decided to submit these five courses as writing intensive. The syllabi that were submitted with the courses are existing syllabi which is required by the GEGC. They did not update the syllabi just yet, so of course the SCO and the syllabi do not match. They wanted to highlight the areas they were focusing on changing.
 - Colleen Dunagan: SCOs do not seem to account for the time it takes to teach writing in the course. In GEOG 321, it does not talk about how the writing is integrated in the course and how much time is being spent on the writing.
 - Mary McPherson: Some of the things we are looking for in the SCO are not always in the syllabi, so maybe we should take away the syllabi and add additional requirements in the SCO such as a sample schedule.
 - Linda Sarbo: How will you address with faculty how they will be presenting writing as a process in the classroom?
 - Paul Laris: The faculty members who he worked with have committed to teaching the course as such, but if the course

is approved and then they begin teaching it, they will see how they specifically want to teach the course as a writing intensive course. They wanted to keep it broad enough because of the different types of students they will have in each course.

- Wendy Nomura: 50% of the grade is based on written examinations where basically you are requiring students to write based on memorization.
 - Colleen Dunagan: Written exams do not necessarily require memorization. It depends on how you address the examination.
- Peter Kreysa: The committee seems to have issues with what we want to see in the SCOs and the Syllabi.
- Linda Sarbo: In terms of assessment, it makes sense the way this SCO is set up. They have everything in the SCO, but it needs to be integrated in the Syllabus.
 - Paul Laris: The GEGC requests a current syllabus, not an updated syllabus, which is the reason why we put in a current syllabus.
- Paul Laris: The goal of this project was to find a way to take many existing capstone courses and transform them to Writing Intensive class in the smoothest, easiest way.
- Colleen Dunagan: There seems to be a philosophical issue of what we as a committee want to see from the department in regards to their SCO and syllabi.
- Peter Kreysa: Everyone is in agreement that the committee needs to have a discussion about what the committee wants to require from departments regarding their SCOs and syllabi.
- Keith Freesemann: Are you asking the committee to send the courses back to the department to make revisions?
 - Paul Laris: No, he is not asking that. He wants to know what exactly the committee wants the department to do and ensure it meets the committee's standards.
- Felipe Golez: He would like to see a revised syllabus to see how the department is implementing the writing process in the course.
- Mary McPherson: The committee needs to make a decision based on what we ask the departments to submit. Or we can ask Paul to retract the courses and then the committee can decide what we want to ask of the departments and Paul can resubmit.
- Keith Freesemann: We recognize that the course is coming forth to us as an already approved GE course, but it does require significant changes due to adding Writing Intensive. The SCO is like an umbrella that shows what you should be doing in your syllabus. He finds it more helpful to look at the syllabus.
- Paul Laris: All faculty members involved in these courses are committed to making their courses align with the writing intensive guidelines and will make any revisions necessary.
- Jun Yan: Is it possible to give a conditional approval and then require an updated syllabus? The committee's responsibility is to evaluate the SCO and it is the department's responsibility to

enforce the syllabus. (No second to this motion of a conditional approval).

- Mary McPherson: the committee can't make a vote based on what we want the departments to do and haven't required of them. She feels like the committee needs to decide what we want to review and then come back and review Paul's courses.
- Keith Freesemann: Previously the committee required more documentation and there were complaints from the departments. So the committee became more flexible.
- Paul Laris: GEOG 321 is the only course that is not currently a capstone. He would like to request the GEOG 321 be approved as an Interdisciplinary capstone so that the department can begin teaching the course as a capstone.
- Mary McPherson: She thinks the committee should not approve the courses and then decide what we want and then review GEOG 321 for interdisciplinary capstone.
- Felipe Golez: Motion to approve the suite of GEOG courses.
- **Peter Kreysa: 7-yes, 4-no, abstain-1, approved.**
- GEOG 314: South Asia - **Approved**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - Existing to General Education
 - Request to keep Social Sciences & Citizenship, Global Issues and Capstone: Interdisciplinary
 - Request to add Capstone: Writing Intensive
- GEOG 315: East Asia - **Approved**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - Existing to General Education
 - Request to keep Social Sciences & Citizenship, Global Issues and Capstone: Interdisciplinary
 - Request to add Capstone: Writing Intensive
- GEOG 321: Geography of Mexico, Central America and the Caribbean - **Approved**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - Existing to General Education
 - Request to keep Social Sciences & Citizenship
 - Request to add Capstone: Writing Intensive and Interdisciplinary and Global Issues
- **Course Reviews: Time Certain – 3:05pm**
 - CAFF 427: Consumer Dynamics – **Approved pending recommended changes**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request to add Capstone: Interdisciplinary and Writing Intensive; Global Issues
 - Discussion:
 - Linda Sarbo: On the course objectives in the syllabus there is nothing about writing in this spot.
 - Peter Kreysa: It is incorporated in the SCO.
 - Linda Sarbo: You can take these objectives and express them as being explained through writing.

- Keith Freeseemann: The committee should decide what is most important to be reviewed from the department.
 - Jun Yan: The committee should evaluate the course using the SCO and then referencing to the syllabus. The SCO is supposed to be like the rule and the department is supposed to enforce this.
 - Heather Rae-Espinoza: She recommends that the department consider Intercultural Knowledge as a secondary skill due to the Global Issues designation.
 - Linda Sarbo: She hopes the department attends the Writing Intensive workshop in the spring.
 - **Recommendations: Use Intercultural Knowledge as a secondary skill**
 - **Motion to approve with recommended changes – unanimously approved**
- HFHM 370: Exploring a Sustainable Food System – **Approved pending recommended changes**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request to add Capstone: Interdisciplinary, Service Learning and Writing Intensive
 - Discussion:
 - Linda Sarbo: This is the first service learning and writing intensive course that we have had proposed. This instructor attended the Writing Intensive workshop. She is impressed with this course, because initially she thought that service learning courses would not come forward as writing intensive, however that is not the case anymore. She thinks this is a great course.
 - Wendy Nomura: Did not see the write, re-write on the syllabus, but did see it in the SCO.
 - Mary McPherson: The department needs to check Interdisciplinary on the essential skills. They used an old form that does not have that category written on it.
 - Heather Rae-Espinoza: She would like to see the GEGC come up with minimum expectations for Service Learning Capstones as there are currently none.
 - **Recommendations: Fill out new GEAR form and check Interdisciplinary for a primary essential skill.**
 - **Motion to approve with recommended change – unanimously approved**
- UNIV 301: Special Topics in Global Issues - **Approved**
 - Posted on BeachBoard/GE Course Proposals Fall 2013, AY 2013-2014
 - New to General Education
 - Request to add Capstone: Writing Intensive and Global Issues
 - Motion to change course title to UNIV 301 as it was incorrectly written on the minutes – unanimously approved
 - Discussion:
 - Mary McPherson: The faculty members involved had in mind that this course would be able to use this course as a study abroad option. Students could take this course as writing intensive and be able to fulfill a study abroad option.

- Robin Richesson: It could be used as a study abroad option for many different students. Her question is, how do students receive feedback early enough?
- Mary McPherson: It is pretty typical of study abroad courses to have many reflection papers due. The committee would be reviewing this course based on the writing intensive component due to this course having the capability of being taught by many different people and disciplines.
- Keith Freesemann: University courses have always been used as sort of umbrella courses. In previous university courses, the department has submitted the syllabus in question to the GEGC steering committee and then the committee decides if it meets the outcomes of what the course is approved for.
- **Motion to approve – unanimously approved.**

VI. GEGC Question and Answer

VII. Adjournment

VIII. Future Agenda / Discussion Items

1. Policy Recommendations from the Curriculum Taskforce
2. Writing Intensive Capstone Fastrack
3. Department GE Assessment